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ABSTRACT

"America Goes Back to School" is a nationwide initiative to encourage and support family and community involvement in improving children's learning. This activity kit provides tools to help families and community members develop and become involved in partnerships to improve students' academic success. The kit's "organizer's guide" details steps to building local partnerships, ideas for planning partnership efforts, and information on highlighting those efforts in the media. Resources and publications from the U.S. Department of Education are also listed. In addition to the organizer's guide, the kit contains a pamphlet outlining six priority educational action areas on which to focus an "America Goes Back to School" event or long-term project. These areas are: (1) making schools safe and drug free; (2) recruiting and preparing quality teachers; (3) modernizing schools; (4) expanding after-school programs; (5) getting high standards into every classroom; and (6) increasing pathways to college and careers. Finally, the kit contains an "America Goes Back to School" activity calendar highlighting event planning tips; activities in reading, math, and science; suggested family games and reading activities; and suggested library activities. (HTH)

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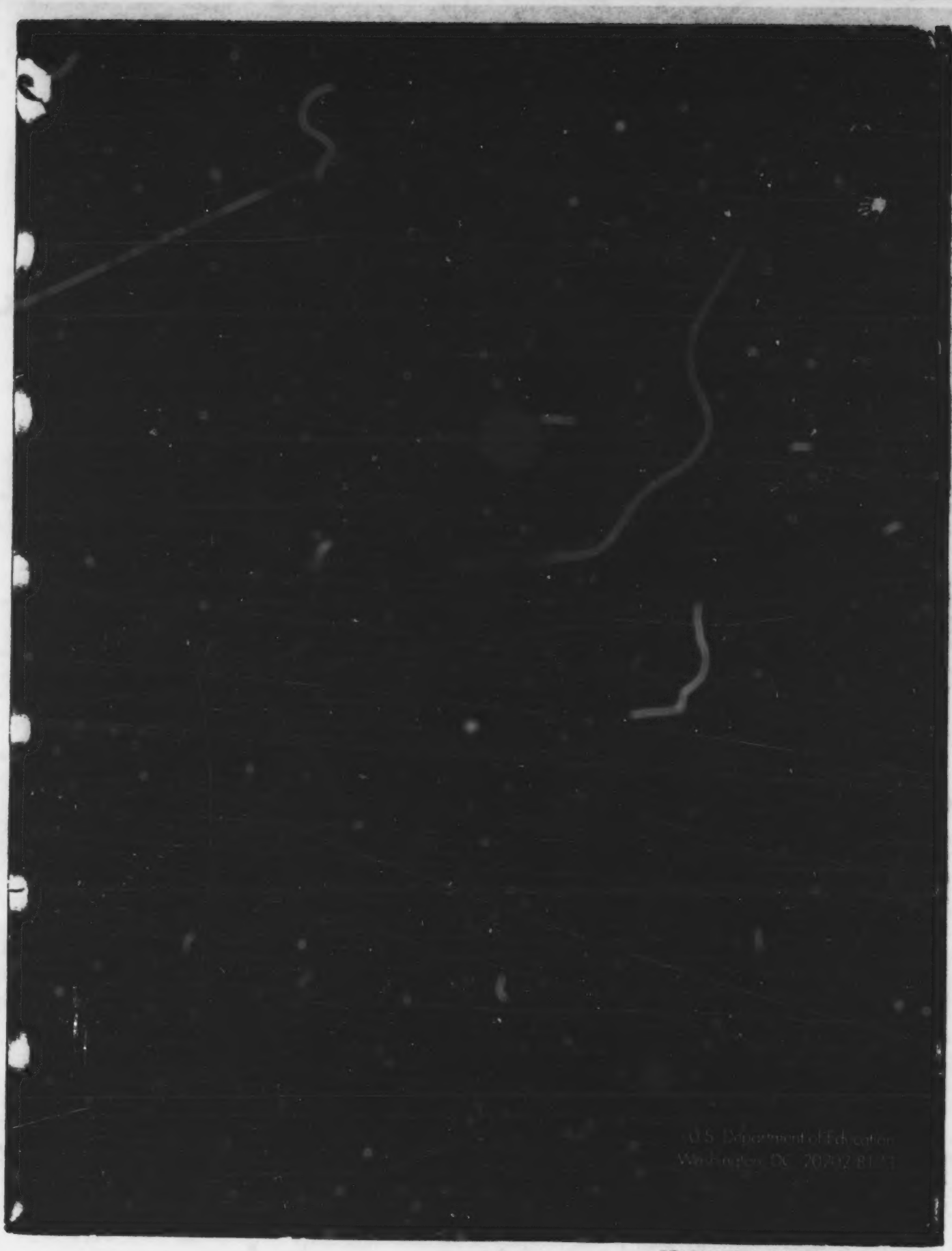
# Challenge Our Students and they will soar



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This year more than ever is cause to celebrate as *America Goes Back to School*. More students than ever are returning to our classrooms and will help usher in the 21st century. The 1999-2000 school year promises to be an exciting time for all of us and the perfect opportunity to redouble our efforts to improve our schools. Students today must not only have a solid foundation in the basics but also the opportunity to develop new skills that will prepare them for future success. I challenge parents, families, businesses and communities nationwide to celebrate the spirit of the 21st century and get involved in education.

**Richard W. Riley**
*U.S. Secretary of Education*

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AMERICA GOES BACK TO SCHOOL

# America Goes Back to School

## Organizer's Guide

***America Goes Back to School*: Challenge Our Students and They Will Soar!**
**is published by the U.S. Department of Education**
**as an initiative of the Partnership for Family Involvement in Education**

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June 1999

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# Contents

**Come On, America—Let's Go Back to School and Help!** . . . . . 2

**Building Partnerships** . . . . . 3

*Steps to Building Local Partnerships* . . . . . 3

*Planning Worksheet: Building Partnerships* . . . . . 5

**Planning Your Efforts** . . . . . 6

*Activity and Event Ideas* . . . . . 6

*Ideas for Long-term Efforts* . . . . . 6

*Ideas for Involving Students in Your America Goes Back to School Events* . . . . . 7

*America Goes Back to School Planning Calendar* . . . . . 8

*Follow Up on Your Event* . . . . . 9

**Spread the News: Partner with the Media** . . . . . 10

**Continue to Build Your Partnership: U.S. Department of Education Resources and Publications** . . . . . 11

*The Partnership for Family Involvement in Education* . . . . . 11

*Satellite Town Meeting* . . . . . 12

*Community Update* . . . . . 12

*Resources and Publications* . . . . . 13

**Acknowledgements**

# Come On, America—Let's Go Back to School and Help!

Students today face a future of expanded opportunities and broadened horizons. They also face the pressures of a job market characterized by ever-changing technology and growing international competition. We can prepare our students for the future by acting now on what we know: Thirty years of research show that when children can count on family and community involvement in their education, it makes a significant difference in their learning.[1] *America Goes Back to School* is a great opportunity to build awareness and support for family and community involvement in education, and to work with others to improve education in your community.

Started by U.S. Secretary of Education Richard W. Riley in 1995 and sponsored by the Partnership for Family Involvement in Education, America Goes Back to School encourages families and communities to make the most of the back-to-school time by launching or expanding family-school-community partnerships. Thousands of family-school partners, community organizations, businesses, and religious groups celebrate their partnerships and renew their commitment to children's learning during the back to school months of August through October.

## *America Goes Back to School* is based on some key facts:

- Students who have one or both parents involved in their education are more likely to get As and less likely to be suspended or expelled or to repeat a grade. Fathers' involvement appears to be especially significant to students getting mostly As.
- Teachers say the single most important thing public schools need to help students learn is involved parents.
- Almost half of all Americans say they would be very comfortable volunteering to be a mentor or to help in some way at a local school. Yet only one-third of Americans say they regularly participate in volunteer groups that do charity work or community service.
- Over 60 percent of Americans believe that most parents face times when they need help raising their kids, often because they are so stretched for time.

Take advantage of this volunteer spirit in America to encourage people to get involved in an existing partnership or launching a new one that focuses on improving children's learning. As partners, you can help stage a public event to build greater public awareness of and support for the benefits of family involvement in educating children and of education for Americans of all ages. Focus your event around the coming century or millennium, or get your entire community to rally around a key school issue such as:

- *Making schools safe and drug free*
- *Recruiting and preparing quality teachers*
- *Modernizing schools*
- *Expanding after-school and summer programs*
- *Getting high standards into every classroom*
- *Developing pathways to college and careers*

Whatever you do—whether you organize a tutoring program in reading, a citywide parade, a class celebration for students and parents, or a yearlong mentoring program in math—remember to focus on children's learning. Emphasize the importance of family and community involvement in education, and the need for high standards in every classroom in our schools. Prepare your children for the future. Challenge young minds and they will achieve—they will soar! Come on, America—let's go back to school and help! After all, better education is everybody's business.

8

[1] *For research citations, see http://www.ed.gov/Family/agbts*

# Building Partnerships

Local partnerships between families, schools, businesses, and community and religious groups are a proven means for raising student achievement and creating safe communities. *America Goes Back to School* is designed to help promote local partnerships for learning in schools and communities across the nation.

No matter how big or small your local *America Goes Back to School* effort is, in order for it to be a successful venture, you will need to involve community partners. Start your planning by gathering a team of partners and together organize your *America Goes Back to School* event as a kick-off for your long-term educational improvement effort.

## Steps to Building Local Partnerships[2]

**Work Together**. Consult a wide variety of groups and citizens active in the community. Let local groups and citizens buy in and feel ownership by determining their own needs, choosing the educational issues that affect them, and recognizing their capacity to help.

**Assess Needs.** Develop a checklist with questions such as:

- What do you see as barriers to children's learning in our community? How can they be overcome?
- What are you currently doing to implement high standards in every classroom in your community?
- What are you doing to help children who need extra assistance?
- What steps need to be taken so that children in your community read well by the end of the third grade, succeed in math and algebra by grade eight, think about and prepare for college, and benefit from after-school and summer enrichment programs?
- What can you do to strengthen high schools and help more teenagers get, and stay, on the right track?

Think about the different perspectives and interests in your community: what cultures, languages, faith groups, ages, business sectors, education institutions, cultural organizations, and so forth are represented. Identify communication links and networks, so you understand how information travels and how people become connected in the community. One network may be the school system or a community leader who occupies several positions (for example, a business leader who is also a member of a faith community or a Scout leader).

**Survey Resources.** Find out how people in your community would be willing to help. Talk to schools about their volunteer opportunities and needs. Speak with employers about providing time off for employees to improve schools, and to senior citizen groups, colleges, and universities about tutoring and mentoring. Contact local arts organizations and museums about providing cultural activities for children both inside and outside the schools.

**Share Information.** Ask community representatives from national associations and organizations about available activities and resources for local members to use in planning and building partnerships and share this information with your teachers, parents, and principals.



[2] *Adapted from Coletta & Company, Memphis, Tennessee, and from the National Engineers Week 1996 Guide.*

**Seek Out Experienced Collaborators.** Are there people in your community or state who are experienced in building coalitions? Ask them to give a presentation on building partnerships. Get information on how to make sure the right players are at the table, on what the individual roles and responsibilities of participants should be, on how to work with schools, and on examples of successful local partnerships.

**Set Goals.** Set clear goals for your partnership. Make sure these goals fit with the aims of the participating organizations and people. Encourage involvement in a way that will spark interest, fulfill needs, and match community capacity. For example, in Bennington, Vermont, small businessman Terry Ehrich pondered, "If the first day of hunting season is a state holiday, why not the first day of school?" That question resonated with the community and helped make his first-day-of-school celebration a bigger success, bringing thousands of parents and community members into over 60 local schools to help students and teachers get off to a good start for a new school year.

**Decide on Measures of Success.** Based on the goals you set, what are the indicators of success? Agree on a set of indicators and how to measure them. School districts and businesses routinely evaluate their performance—ask for their advice and help in creating consistent and realistic evaluation tools, including means for gathering hard data, as well as anecdotal evidence, surveys, and other reporting mechanisms. Include evaluation as a key ingredient in improving your partnership from the very beginning.

Use the following planning worksheet to begin building a partnership for *America Goes Back to School* and for improving education in your community.

*"I am convinced that if all of us—parents, schools and communities—create and innovate and make the commitment to work together, to re-connect home and school, to continue to break the cycle of violence, our children will have the confidence, love and caring they will need to grow, thrive and succeed as happy adults, parents, and leaders in the 21st century."*

– Tipper Gore

When you have planned your *America Goes Back to School* event for this fall, tell us about it! We often highlight local events in our publications, newsletters, and Web site—yours could be chosen and sent to hundreds of thousands of people around the United States. A response sheet is included in this kit to let us know about your community's *America Goes Back to School* celebration.

## Planning Worksheet: Building Partnerships

How can our *America Goes Back to School* event(s) help interested community members, parents, and educators get involved in our partnership?

What is (are) the goal(s) of our *America Goes Back to School* partnership?

What community-school needs are we addressing through this *America Goes Back to School* partnership?

What activities/programs can help us reach our goal?

What resources are necessary to develop this activity/program?

What organizations will be involved in this effort (community organization, school, business, religious group, or other)?

Organization:
Contact person: Title:
Address:
Telephone: Fax:
Email:

Organization:
Contact person: Title:
Address:
Telephone: Fax:
Email:

Organization:
Contact person: Title:
Address:
Telephone: Fax:
Email:

How will we know if our partnership has reached its goal(s)? What are indicators of success?

# Planning Your Efforts

## Activity and Event Ideas

An *America Goes Back to School* event can be as large or as small as you choose to make it. Past events have ranged from a class picnic during which parents and community members were encouraged to volunteer in the school, to a 10,000-person citywide rally. The purpose is to celebrate community partnerships for learning, to build public awareness of and support for your education improvement efforts, and to celebrate all the opportunities a new school year offers. If your community already organizes a back-to-school activity, work through that event to bring in more wide-ranging support for your schools. Below is a list of possible *America Goes Back to School* events to help you formulate an activity or event that would best suit your community.

- Host a series of breakfast forums to discuss education in your community—invite civic leaders, educators, students, and parents to speak.
- Organize a book drive or book fair to encourage long-term efforts to improve reading.
- Conduct a tour of your school to evaluate needs, such as bringing technology into classrooms, modernizing school buildings, and addressing the issue of over-crowded classrooms.
- Host a Parent Fair and invite schools, law enforcement officials, mental health workers, arts and cultural groups, colleges, librarians, and medical professionals to set up booths on child safety, drug and alcohol prevention, children's health insurance, and after-school enrichment opportunities.
- Make a school calendar with *America Goes Back to School* events clearly displayed, so parents and the entire community can learn about ways they can become involved in improving education in schools, at home, and throughout the community.
- Sponsor special activities that recruit bright young people into teaching, and encourage mid-career professionals to become teachers.
- Join local businesses in sponsoring a career/job-shadow day or a yearlong effort to better link employers with schools.
- Arrange a first-day-of-school holiday, as they did in Bennington, Vermont. Encourage employers to give parents time off from work so they can go to school with their children that day. Have information on family-school partnerships available at schools to recruit help for yearlong involvement.
- Plan a storytelling night for students and their families, and have children perform their favorite stories or poems.
- Work with a local museum or arts organization to create a millennium mural in your school.
- Encourage students to participate in an art or essay contest and have local artists or writers judge the event.
- Partner with a college in your area to arrange "planning ahead" workshops or college fairs for middle and high school students and their families to start preparing early for higher education.
- Organize a sign-on event to encourage families, community organizations, businesses, and religious groups to participate in the U.S. Department of Education's Partnership for Family Involvement in Education.

For more ideas on *America Goes Back to School* events, visit our Web site at www.ed.gov/Family/agbts.

## Ideas for Long-term Efforts

*America Goes Back to School* events set the stage for yearlong family-school-community partnership activities aimed at improving education. These efforts are challenging—they take time, planning, and coordination—but they are definitely worth the investment. Children benefit from the extra attention, and often show academic growth and achievement as a result. Following are some ideas on how to make better education everybody's business in your community:

- Partner with a local college or university to start a volunteer tutoring or mentoring program—especially to help students to read by the end of third grade and to help middle school students learn math and take algebra by grade eight.
- Train a corps of volunteers from the community (senior citizens, students, parents, and professionals) to be mentors and tutors for students of all ages.
- Focus on the new era with a Millennium fair—get your school or some of your classrooms to participate in the Mars Millennium Project: An Arts, Science, and Technology Initiative (visit the Mars Millennium Project Web site at http://www.mars2030.net).

The Mars Millennium: An Arts, Science, and Technology Initiative is a nationwide effort sponsored in part by the White House, the U.S. Department of Education, the National Endowment for the Arts, the J. Paul Getty Trust, and NASA. The initiative calls for interested students of all ages to design a community for 100 people on the planet Mars in the year 2030. Children can design housing, food and water sources, arts programs, or any other aspect of a new community. Students will work on their project designs during the 1999-2000 school year, and beginning in the spring of 2000, finished works will be displayed in schools, museums, and online in a "Virtual Gallery." Use this unique time to be a part of the Mars Millennium Project. (http://www.mars2030.net)

- Help find ways to bridge the computer gap by giving opportunities to students who may not have a computer at home.
- Forge a relationship with a community outside the United States—host students, start pen pal partnerships by letter or on-line through the Internet, offer classes in your partner country's language, or create educational projects centered around the culture and history of the sister community.
- Build a parent resource room in your school to provide families with publications of interest, and a space where parents can talk with teachers and other parents.
- Offer in-school and after-school programs to give new opportunities for children to learn a second or third language, become engaged in the arts, improve their English, reading, and math skills, and use computers to do research and solve problems.
- Partner with architects, builders, and community leaders to discuss the issue of overcrowded classrooms in your area, and how schools can be modernized to be centers of learning for the entire community.
- Create a "Dads Club" to boost fathers' presence in schools.
- Work with local businesses to offer job-shadowing and interning opportunities to high school students.
- Link middle and high schools with community and four-year colleges and universities in order to help students have a pathway to college and promising careers.

For more ideas, refer to the booklet "Challenge Young Minds: 50 Ways to Better Education," found inside this kit.

## Ideas for Involving Students in Your *America Goes Back to School* Events

Involving students in *America Goes Back to School* activities is a great way to build community support and broaden the impact of your efforts. Students will add energy and ideas to your project, and you can provide them with the challenging experience of organizing a community event. They won't let you down! Get them involved from the very beginning—and if you start planning in the spring, you can recruit students to help during the summer months, before your *America Goes Back to School* activities really begin!

## *America Goes Back to School* Planning Calendar

Planning an event takes time and energy, especially when it is in connection with a year-round partnership. To make it easier—for you and everyone else—develop a timeline for your *America Goes Back to School* event and partnership. Include details, such as tasks to be performed, due dates and deadlines, and persons responsible. By doing this, as the summer progresses and people come and go on vacation, preparations won't get off track or come to a halt. The following checklist can help you keep your *America Goes Back to School* event on track:

### *July*

___ Meet with your local school superintendent and/or principal(s) to get their support and assistance.
___ Hold the first 1999 event planning meeting.
___ Select a chairperson and a single point of contact.
___ Decide on a focus and major activities. Set goals and objectives.
___ Create a specific timetable with key tasks and assign responsibility.
___ Designate subcommittees, with chairs, such as publicity, event management, budget, and others as needed.
___ Establish committee and subcommittee meeting schedules.
___ Contact schools, key community organizations and area businesses, local officials, and other parties to generate interest and ask them to be sponsors.
___ Recruit volunteers.
___ Select and confirm sites, and invite dignitaries for special events. Make sure you consider accessibility issues for participants with disabilities.
___ Create a publicity plan and a community outreach strategy.
___ Decide how to evaluate the success of your effort and plan for an evaluation.

### *August-September-October*

___ Follow up on initial plans.
___ Prepare all written materials, including press releases, copy for fliers and articles, and talking points for use in speeches. Arrange for printing.
___ Confirm sponsors, event sites, participants, speakers, volunteers and assigments.
___ Hire or arrange for a photographer for events.
___ Send in the form included in this kit to let the U.S. Department of Education know about your event.
___ Hold pre-event announcement (for example, a proclamation signing, or a press conference).
___ Distribute promotional materials.
___ Meet with news media representatives about advertising and coverage for events.
___ Send news releases for events.
___ Double-check details with everyone involved.

### *October-November*

___ Send thank-you letters and confirm how follow-up activities and the year-long partnership will be organized.
___ Prepare final reports based on your evaluation and other input.
___ Meet to review your partnership plan for involvement throughout the year and make recommendations for next year's celebration.
___ Start planning for your *America Goes Back to School* event for 2000.

### *November-May*

___ Keep up the momentum. Maintain volunteer efforts in the schools.
___ Continue planning your *America Goes Back to School* event for 2000.

Here are some ideas on how **students** can help your community go back to school:

- **Create invitations** for parents, community leaders, employers, and others to join *America Goes Back to School* events and long-term projects.
- **Sponsor a poster contest** to publicize your event and spread the *America Goes Back to School* theme.
- **Hold a student poetry competition** with local writers as judges. Structure the topic along the lines of your community's educational concerns.
- **Write and give speeches** on the priority areas in education.
- **Debate** a current education issue in your community. Have your local cable channel broadcast a videotaped version.
- **Write articles for school or local newspapers** on how the community can help improve the schools and *America Goes Back to School* events in your community. Invite journalists to give lessons on the elements of a good article.
- **Start a student ambassador program** to welcome new students at your school.
- **Perform at an event.** Ask the school's drama club, dance troupe, orchestra, band, or cheerleading squad to perform at an *America Goes Back to School* event.
- **Start planning for the new millennium.** Brainstorm ways that students can help the community celebrate the coming of the new century. Get started on your local Mars Millennium projects (Go to http://www.mars2030.net for more information).
- **Sponsor an "Academic Olympics."** Along with community volunteers, high school students can organize a series of academic competitions between local elementary schools. Children can compete in spelling bees, math challenges, science experiments, art, music, history, second language competitions, and other learning games. Challenge young minds—they will live up to your expectations, and soar!

## Follow Up on Your Event

After you have successfully launched an *America Goes Back to School* event, it is critical that you follow up on your efforts. Complete the evaluation process to find out what people liked and what could be improved for next year. Maintain contact with community partners to continue your work in education throughout the school year. Family and community support must be tended and nurtured, and the need for it will not go away. It will become easier, though, as more community members participate and share the responsibilities of your project. Finally, implement your plan for long-term involvement through tutoring or mentoring programs, family- and student-friendly business policies, or your partnership's program for concentrating its efforts.[3]

*"America Goes Back to School is a special time for communities to reaffirm a commitment to learning and education. I hope parents, and business, cultural, civic and religious leaders, as well as elected officials, will seize this opportunity to go back to school and get and stay involved."*

*—U.S. Secretary of Education Richard W. Riley*

[3] *Adapted from the Washington Education Association's publication "Building Community Connections: Initiating a Community Relations Program for Your School"*

# Spread the News: Partner with the Media

## Why Spread the News?

Publicizing your event is important for a number of reasons:

- It helps in recruiting volunteers, participants, and an interested audience;
- It allows you to educate your community about the activities you are planning; and
- It highlights other education efforts in your area.

## How to Spread the News

### Enlist the Support of Celebrities, Local Officials, and Businesses

- Enlist a local official to present a proclamation recognizing your community's involvement in *America Goes Back to School*
- Seek a state resolution from your governor
- Invite area celebrities—sports figures, newscasters, business leaders, or religious leaders to participate, sponsor, and promote your activities
- Appoint an official or local celebrity as the *America Goes Back to School* honorary chairperson
- Approach local businesses and ask for their sponsorship (you can put their logo on your promotional materials and ask them to help cover your costs)

### Publicize Your Event

- Design buttons, water flasks, t-shirts, or hats with your event name and date, and the *America Goes Back to School* name or "Better Education Is Everybody's Business" on it—and distribute them to particpants
- Write a promotional article for your local newspaper
- Print up flyers for your event and post them on telephone poles, in stores, coffee shops, local hangouts and doctors' offices
- Create a banner or billboard announcing your event
- Develop a public service announcement (30 to 60 seconds in length) for your local television or radio station

*Tip: Reporters and editors respond best to timely news stories and ideas that include local interest, widespread appeal, and a local angle to a national story. When planning events and activities, consider the most appealing way to present them to reporters.*

### Develop Informational Materials and Activities

- Write up a fact sheet outlining the "who, what, where, when, and why" of your activity, then distribute the flyers around town
- Develop a one-page press release to give to local news agencies
- Use the Internet as a vehicle to advertise your event—set up a Web page announcing your efforts
- Design an activities calendar detailing the programs you are organizing
- Launch your events with a press conference

## When to Spread the News

You should prepare any publicity information well in advance of your event. Play it safe—get the necessary dates and details into media organizations EARLY—and remind them with follow-up phone calls as the date of your event approaches.

For more ideas on how to spread the news—or for concrete examples of proclamations, public service announcements and other media materials and tips—visit the *America Goes Back to School* Web site at http://www.ed.gov/Family/agbts.

***America Goes Back to School* Logo:**
Use the America Goes Back to School logo and name when you publicize your event. You can download the logo from our Web site at http://www.ed.gov/Family/agbts or call 1-877-4ED-Pubs for a logo slick.

# Continue to Build Your Partnership:

## U.S. Department of Education Resources and Publications

Continue to build your community partnerships through nationwide networks and services. Join the Partnership for Family Involvement in Education or tune in to the monthly *Satellite Town Meeting*, and connect with other communities committed to improving education. Newsletters and mailings, special conferences and downlink opportunities will keep you and your efforts in contact with other partnerships around the country.

### The Partnership for Family Involvement in Education

"Better Education Is Everybody's Business"
—U.S. Secretary of Education
Richard W. Riley

**The Partnership's Mission**

- Increase opportunities for families to be more involved in their children's learning at school and at home.
- Strengthen schools and improve student achievement levels.

**Who We Are**

We are thousands of partners joined together in a growing grassroots movement to support student learning to high standards. We come from families, schools, and a variety of businesses, communities, and religions, and are organized into four groups: Family-School Partners, Employers for Learning, Community Organizations, and Religious Groups.

**The Benefits of Joining**

- Connect with other groups to share ideas about educating our nation's children;
- Work together to increase and improve efforts to help children learn;
- Get the latest information about family involvement in education and related activities; and
- Receive recognition for visible commitments to education at the local, state, and national levels.

**Nationwide Activities of the Partnership**

In addition to *America Goes Back to School* and numerous local activities in which Partnership members are involved, many participate in nationwide activities such as the following:

**Helping children read throughout the summer and the school year.** Known as the *America Reads Challenge*, this activity focuses on maintaining and developing children's reading skills during the summer months and before and after school. Participating children read and write for thirty minutes every day with teenagers and adult partners.

**Planting the seeds of college attendance.** Known as *Think College Early*, this initiative helps increase awareness about the importance of attending college and builds support for middle and high school students to take the courses needed to enter college (such as challenging math, science, and second languages) and to be prepared financially.

**Keeping kids safe and smart all the time.** Supported by the *21st Century Community Learning Centers* grant program, before- and after-school planned activities expand learning opportunities for children in safe and drug-free environments.

For more information, visit the Web site at http://pfie.ed.gov.

## Satellite Town Meeting

Across the country, partnerships of concerned citizens—parents, teachers, college leaders, child-care providers, businesspeople, community leaders, and others—have come together to improve their local schools and help children learn more. One way these hundreds of communities are sharing ideas and keeping up-to-date with the latest information is through a unique service from the U.S. Department of Education: the *Satellite Town Meeting*.

On the third Tuesday of each month during the school year, 8:00 p.m. – 9:00 p.m. Eastern time, U.S. Secretary of Education Richard Riley hosts the *Satellite Town Meeting*, a free, live, interactive teleconference about community efforts to improve teaching and learning. This is your opportunity to ask a question of Secretary Riley and his guests on what works in schools and communities. Topics of discussion focus on the important challenges facing schools and communities today—issues such as improving reading skills, expanding technology, establishing challenging standards, developing teachers, creating innovative school designs, improving math and science skills, assuring school safety, serving children with disabilities, and preparing students for college.

There are two ways you and your community can join the *Satellite Town Meeting* each month:

**Tune us in...**
On your local TV station: The *Satellite Town Meeting* is available for free to television broadcast and cable outlets, including community cable access stations, school board stations, and government and public access stations. Many of these stations will broadcast programming like the *Satellite Town Meeting* if a community member requests it. Call your local cable provider or public access channel and ask for the program manager.

**Or you can...**
Set up a meeting at a "downlink" site. In virtually any facility in your community that is equipped with a satellite dish, neighbors and colleagues with an interest in improving their local schools can watch the *Satellite Town Meeting* as a group.

Join the discussion! The *Satellite Town Meeting* is available at no cost. We just ask that you register your participation.

For the satellite coordinates, ideas on organizing your community, a registration form, and other materials, call 1-800-USA-LEARN (1-800-872-5327), or visit our Web site at http://www.ed.gov/inits/stm.

## Community Update

*Community Update* is a monthly newsletter that provides information on educational resources, services, and publications to almost 275,000 parents, educators, and other citizens involved in school improvement efforts across the country. Featuring "best practices" and model programs from around the nation, *Community Update* offers communities the opportunity to learn from each other as they improve their schools.

Call 1-877-4ED-Pubs or visit the *Community Update* Web site at http://www.ed.gov/G2K/community to start receiving the newsletter. Encourage schools, families, businesses, and community and religious organizations in your community to sign up for this newsletter, too.

## U.S. Department of Education Resources and Publications

Broaden your resource base by using the network of publications and Web sites of school-family-community partnerships developed by the U.S. Department of Education and associated research organizations. This list consists of studies, reports, activity guides, and educational materials, covering many different angles of family involvement in education. Whether you are a business, family, school, religious group or community organization, our studies and materials can help you build effective partnerships.

Most of these publications are available on-line at http://pfie.ed.gov, on the publications page. If you would like hard copies or if the electronic version is not yet accessible, you can order these materials by calling 1-877-4ED-Pubs or 1-800-USA-LEARN, or order on-line by going to http://www.ed.gov/pubs/edpubs.html.

*A Business Guide to Support Employee and Family Involvement in Education*
*A Compact for Learning: An Action Handbook for Family-School-Community Partnerships*
*An Invitation to Your Community: Building Community Partnerships for Learning*
*Building Business & Community Partnerships for Learning*
*Early Childhood Digest: Families and Teachers as Partners*
*Early Childhood Research and Policy Briefs: Quality in Child Care Centers, Vol. 1, No. 1*
*Employers, Families and Education*
*Family Involvement in Children's Education: Successful Local Approaches*
*Family Involvement in Education: A National Portrait*
*Fathers' Involvement in Their Children's Schools*
*Getting Ready for College Early*
*Growing Up Drug-Free: A Parent's Guide to Prevention*
*Helping Your Child Become a Reader*
*Helping Your Child Learn Math*
*Keeping Schools Open as Community Learning Centers*
*Learning Partners: A Guide to Educational Activities for Families*
*New Skills for New Schools (only available on-line)*
*Parent Involvement in Children's Education: Efforts by Public Elementary Schools (only available on-line)*
*Parent Organizations and Schools: Team Up for Kids! (Brochure)*
*Partnership for Family Involvement in Education Information Packet*
*Reaching All Families: Creating Family-Friendly Schools (only available on-line)*
*Safe and Smart: Making the After-School Hours Work for Kids*
*Seven Good Practices for Families (Poster)*
*Strengthening Your Child's Academic Future*
*Strong Families, Strong Schools: Building Community Partnerships for Education*
*Summer Home Learning Recipes for Parents (Grades K-3, 4-5, 6-8, and 9-12)*
*The Formula for Success: A Business Leader's Guide to Supporting Math and Science Achievement*
*Welcome to School: Questions Parents Might Ask*
*Yes, You Can! Establishing Mentoring Programs to Prepare Youth for College*

*"Far more than the accumulation of facts and figures, a well-rounded education that will serve our children throughout their lives must also include the wisdom and insights of past generations. Family members, teachers, administrators, and neighbors should share their experiences and ideals with young people to help them develop into mature, confident, and responsible adults."*

—President Clinton

20

# Notes

# Notes

Kimberly Watkins-Foote and Shanna Connor developed the conceptual framework for the "*America Goes Back to School* Organizer's Guide."

Shanna Connor wrote the kit.

Terry Peterson, W. Wilson Goode, and Kimberly Watkins-Foote were team leaders for *America Goes Back to School.*

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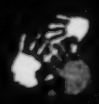
# AMERICA GOES BACK TO SCHOOL



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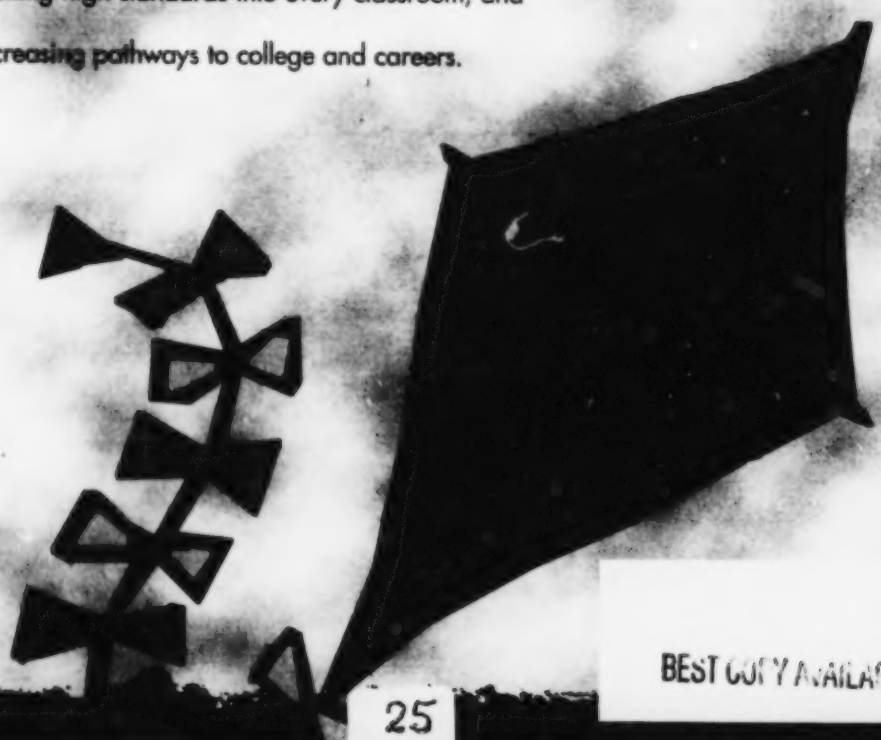
## Preparing Our Students for the 21st Century:

# Key Areas in Education

As we approach the 21st century, American students must be prepared for an increasingly global job market. Family, business, and community involvement in education can make a significant difference in preparing our children to succeed and get on the right track.

This pamphlet outlines six priority educational action areas on which you could focus your *America Goes Back to School* event or long-term project:

- Making schools safe and drug free;
- Recruiting and preparing quality teachers;
- Modernizing schools;
- Expanding after-school programs;
- Getting high standards into every classroom; and
- Increasing pathways to college and careers.



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# Making Schools Safe and Drug Free

The great majority of schools in the United States are safe places. Some schools, however, struggle with crime and violence, which compromise the peaceful learning environment that is so crucial to personal and academic growth. In the past few years, a number of schools have seen outbursts of more severe violence than ever before in our nation's history. Parents, teachers, students, and communities are all concerned about the health of our youth and the safety of our schools, and understand the need to reconnect disengaged students. Research shows that it takes the involvement of the whole community to establish a comprehensive approach to reducing violence and drug and alcohol abuse among youth. School violence is being redefined to indicate that it is not a school problem but a school-family-community problem.

*"America's schools are among the safest places to be on a day-to-day basis. Ninety percent of our schools are free of serious violent crime. We have millions of young people who are healthy and happy and want to learn. We need to stop and think hard about what we can do to help our children grow up safely and learn to reject violence."*

—U.S. Secretary of Education Richard W. Riley

The U.S. Departments of Education and Justice are collaborating on a number of efforts to help principals, school administrators, teachers, community leaders, and parents address safety and violence issues in their schools and communities. Real progress on these issues will take place only through the collaborative efforts of educators, parents, law enforcement agencies, youth groups, civil and religious organizations, mental health professionals, and state and local leaders.

## Related facts:

- 90 percent of schools reported NO incidents of serious violent crime in 1996-1997.
- There was no change in the percentage of students reporting any (violent or property) victimization at school (14.5 percent versus 14.6 percent), or the percentage of students reporting property victimization at school (12.2 percent versus 11.6 percent) between 1989 and 1995.
- Crime is more prevalent in city schools: 17 percent of schools located in cities reported at least one serious violent crime, 8 percent of rural schools, and 5 percent of schools located in towns.
- A 1998 National PTA survey found that 75 percent of people favor increased federal funding to prevent violence in schools by hiring school counselors or security officers.

## Model programs:

- **Project ACHIEVE**, facilitated by Howard M. Knoff at the School Psychology Program at the University of South Florida in Tampa, helps individual schools with large numbers of special education referrals and schools at-risk for multiple incidents of violence to strategically plan for and address their immediate and long-term student needs. At-risk and underachieving students in pre-K through middle school learn social skills, problem-solving methods, and anger-reduction techniques. Teachers, parents, and school administrators are trained to employ these techniques. Since its inception in August of 1990, the program has generated significant results in decreasing referrals to and placements in special education (by 75 percent), disciplinary referrals to the principal's office (by 28 percent), and suspensions and expulsions. Student academic engagement has increased, as

have the academic achievement scores within the context of highly mobile populations and students in poverty.

*For more information, contact: Howard M. Knoff and George M. Batsche, Co-Directors, Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy, School Psychology Program, College of Education, University of South Florida, Tampa, FL 33620-7750; (813) 974-9498.*

- **The Resolving Conflict Creatively Program** (RCCP) is a comprehensive, school-based program in over 110 New York City public schools that emphasizes conflict resolution and intercultural understanding. Through peer mediation, training for teachers, administrators and parents, and the RCCP curriculum of creative conflict resolution and inter-group relations, RCCP strives to achieve a long-term reduction in violence and promote caring and cooperative behavior among children, adolescents and adults both in and out of school. The program also promotes greater student achievement and a reduction in absentee rates for both teachers and students.

  *For more information, contact: Linda Lantieri, National Center, 40 Exchange Place, Suite 1111, New York, NY 10005; (212) 509-0022; (212) 509-1095 (fax).*

## America Goes Back to School Ideas:

(1) Hold a Health Awareness night at school for students and families to learn about drug and alcohol prevention, local mental health resources, and the possibility of receiving free or low-cost insurance for children 18 years of age and under, through the Children's Health Insurance Program (CHIP). Call 1-877-Kids-Now for more information about CHIP.

(2) Organize local summits and form a committee of teachers, students, school administrators, mental health professionals, law enforcement officials, and parents to assess the problems your school faces in regard to alcohol, drugs, violence, and disorder, and review what your school is doing to deal with these issues. Come up with recommendations or strategies to change these patterns in your community and school.

## Resources:

The U.S. Department of Education has a variety of materials, programs, and information to help schools and communities make their schools safer and more orderly. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web sites:

- Safe and Drug Free Schools at http://www.ed.gov/OESE/SDFS
- The on-line version of *Early Warning, Timely Response: A Guide to Safe Schools* at http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html
- *Safe & Smart: Making the After School Hours Work for Kids* at http://www.ed.gov/pubs/SafeandSmart/
- *Strong Families, Strong Schools* at http://eric-web.tc.columbia.edu/families/strong/

# Recruiting and Preparing Quality Teachers

Teaching is the essential profession, the one that makes all other professions possible. Without well-prepared, caring, and committed teachers, our children will not be prepared for the challenges and opportunities of the 21st century. More than ever before in our history, teaching is the profession that is shaping the nation's future—molding the skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life.

*"Every child needs—and deserves—dedicated, outstanding teachers, who know their subject matter, are effectively trained, and know how to teach to high standards and to make learning come alive for students."*

—President Clinton

Because of increasing enrollments and the growing diversity of American classrooms, we face the challenge of hiring over two million well-prepared, qualified, and talented teachers over the next ten years. The U.S. Department of Education's Teacher Quality Enhancement Grant Programs can help communities and states take an important step in recruiting and keeping well-prepared teachers for America's children. Much more still needs to be done, however, in schools, colleges, and the states. It will take local and state initiatives as well as nationwide efforts to ensure that America's children receive high-quality teaching.

## Related facts:

- 2.2 million teachers will need to be hired in the next decade to serve the growing enrollment of students and to fill a record number of vacancies as the first "baby boomers" begin to retire.
- Only 1 in 5 teachers reports feeling "very well prepared" to work in a modern classroom.
- Only 19 percent of teachers said another teacher had formally mentored them, while 70 percent of teachers who reported that they had been mentored at least once a week said it helped their teaching "a lot."
- In 1997, only 4 in 10 teachers reported that they had had formal training in the Internet.
- Only 13 percent of teachers in public schools are from minority groups, while more than 32 percent of the students in K-12 schools are from such minority groups.

## Model programs:

- Through the **South Carolina Center for Teacher Recruitment Teacher Cadet Program**, teachers at 148 high schools volunteer to conduct a year-long course open to students with a high grade-point average and an interest in teaching. This is not a typical high school offering—it is a mixture of solid content (history of education, principles of learning, child development, current issues in education) and hands-on opportunities to observe, construct lessons plans, tutor younger students, and practice teaching. A 600-page handbook written and constantly modified by teachers serves as the core curriculum for all of the high school classes. It contains suggestions for course content as well as engaging assignments, such as designing an ideal early childhood environment or presenting evidence at a school board meeting.

  Many of the partner higher education institutions provide support to the Teacher Cadet sites, and in some cases, college-credit for the high school course. Also, several Teachers-in-Residence receive fellowships each year to supervise the program from the center and visit the participating high schools. Fifteen other states are now replicating South Carolina's Teacher Cadet Program.



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*For more information, contact South Carolina Center for Teacher Recruitment, Ward House, Winthrop University Station, Rock Hill, SC 29733; (803) 323-4032 or 1-800-476-2387.*

- At Adlai E. Stevenson High School, a New American High School in Lincolnshire, Illinois, a professional development school called the University of Stevenson (in partnership with Barat College) gives teachers college credit for action research projects and trains faculty to serve as in-house staff developers. Teachers work together in course-specific curriculum teams that are empowered to make every significant instructional decision. They also have a formal mentoring program for brand new teachers to boost retention.

  Stevenson's graduates scored higher than the state average in all subject areas and in 1997, 90 percent of graduates exceeded the Illinois math and science course requirements. In addition, Stevenson's Mathematics Department was named one of the top twelve in the nation by the National Center for Research in Mathematical Science Education.

  *For more information, contact Adlai E. Stevenson High School, One Stevenson Drive, Lincolnshire, IL 60069; (847) 634-4000.*

## America Goes Back to School Idea:

Honor your teachers with an *America Goes Back to School* Appreciation Dinner, develop ways to support them throughout the year, and enlist them to recruit the next generation of new teachers. For a long-term effort, work with a local business to start a teacher-training program focusing on technology in the classroom.

## Resources:

The U.S. Department of Education has a variety of materials, programs, and information to help support, recruit, and prepare quality teachers for our nation's schools. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web sites:

- The U.S. Department of Education's Teachers Web site at http://www.ed.gov/inits/teachers/teach.html
- *Promising Practices: New Ways to Improve Teacher Quality* at http://www.ed.gov/pubs/PromPractice/

# Modernizing Schools

Our nation's schools are facing crucial challenges these days: a rapidly growing student population in already overcrowded schools, and in many cases, deteriorating facilities in urgent need of replacement or major repairs. Many existing schools are too large and impersonal, inaccessible to students with disabilities, and not conducive to safety and discipline. We need to address these problems by building new, state-of-the-art schools for the 21st century and modernizing existing schools. Over the next ten years, thousands of schools will need to be built, and even more will need to be renovated. That's why President Clinton and Vice President Gore have proposed $25 billion of interest-free bonds to help modernize up to 6,000 schools. It is also the reason that some states and school districts are launching major school construction efforts.

*"The number of American schools that are physically worn out is nothing less than a national embarrassment. Other areas cannot build schools fast enough to keep pace with growth. I am fascinated to see how an alternative physical structure can be used to teach principles of geometry or physics. The Clinton administration wants to explore new ways in which to engage the American people in the process of designing schools that can be vital centers of the community."*

—U.S. Secretary of Education
Richard W. Riley

New and renovated schools will need to last for many years, and will leave a lasting legacy that will influence the future in education. The need does not lie solely in the physical building, however. The demand to build and modernize is being driven by the need to reflect the many improvements in curriculum and teaching practices, and new advances in technology that are fundamentally changing American education. The need to fully engage parents, students, teachers, and other community members in the planning and design process is an equally important consideration in creating schools that are true centers of communities.

## Related facts:

- The General Accounting Office (GAO) estimates that $112 billion is needed to bring the nation's schools into good overall condition (not including new schools and classrooms).
- About 60 percent of all schools (including some schools in generally adequate condition) report needing to replace or extensively repair at least one major building feature.
- Elementary and secondary school enrollments will swell from 52.7 million in 1998 to 54.3 million in 2008. States and localities will need to build thousands of new schools to accommodate the growth by millions of students in the late 1980s and early 1990s, as well as incoming students over the next decade.
- Students in school buildings that were in poor condition performed at 6 percent below the achievement level of students in schools that were in fair condition, and 11 percent below students in schools in excellent condition.
- According to a 1998 National PTA survey, 82 percent of people favor increased federal funding for reparation and modernization of school buildings.

## Model programs:

- The Discovery Middle School in Vancouver, Washington, was developed through the extensive involvement of parents, students, educators, architects, business partners, and other community members. Integrating unique educational spaces, the school features "Academic Villages," which consist of

10 high-tech classrooms and are organized as schools-within-the-school with teams of students and teachers. Another design feature is called the "Tool Box"—an area divided into five zones of integrated instruction, including research with reference materials, wet/dry lab, art design, technology education, and fabrication. Outside access is available at the school for environmental studies.

The Community Center, a special room near the school's main entrance, reaffirms Discovery Middle School's place within the Vancouver community. The Community Center is dedicated for use by community organizations, school partners, and social service support.

*For more information, contact: Discovery Middle School, 800 East 40th Street, Vancouver, WA; (360) 696-7101; (360) 737-4238 (fax).*

- Gaylord High School in Gaylord, Michigan, serves as a secondary education institution as well as a community center. Built with the community in mind, the school houses senior activities, day-care, and performing arts programs, allowing students to interact with other members of their community. School officials believe the bond referendum to build the high school would have never passed without the inclusion of community activities. Now the entire community has a vested interest in the school. For example, the special auditorium committee evolved out of a need for a theater for school/community concerts, recitals, and other functions.

  Classrooms were also designed to accommodate community use. Anticipating that some teachers would feel they had lost the privacy of their classrooms, school administrators worked with the design team to create departmental offices that would provide private space for faculty members. The high school also houses a full cadre of higher education programs. This range of activities at Gaylord has produced more volunteerism, more funding, and more general interest in the school.

  *Contact: Gaylord High School, 90 Livingston Blvd., Gaylord, MI 49735; (517) 731-0960; (517) 731-2585 (fax).*

## America Goes Back to School Idea:

Form a group of parents, educators, business and civic leaders, and community members to take a bus tour to evaluate the community's school buildings in relation to the needs of the student population and community at large. Solicit suggestions, and formulate a plan to improve and modernize your facilities to make schools the centers of learning for the whole community.

## Resources:

The U.S. Department of Education provides even more information on modernizing schools for the 21st century. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web sites:

- The U.S. Department of Education's School Modernization Web site at http://www.ed.gov/inits/construction
- The National Clearinghouse for Educational Facilities at http://www.edfacilities.org

# Expanding After-School Programs

Keeping schools open longer—before and after school, and during the summer and weekends—can turn schools into community learning centers, providing students, parents, and the community with access to valuable educational, cultural, and recreational resources in a safe, supervised, and drug-free environment. Recent research has also shown that quality after-school and summer programs can improve reading and math, academic achievement, and discipline of children and youth; and indicates that these types of programs reduce crime, delinquency, and victimization of children and youth. According to a recent survey, parents are also in favor of after-school enrichment programs that would provide their children with computer classes, art and music courses, tutoring, and community service projects. That's why President Clinton and Vice President Gore have requested $600 million, a $400 million increase, for the U.S. Department of Education's 21st Century Community Learning Centers for the 2000-2001 school year.

*"The period of time between the school bell and the factory whistle is a most vulnerable time for children. These are hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods and communities."*

—Vice President Gore

Through expanding school-community partnerships, the 21st Century Community Learning Center Program and other state and local initiatives can help communities develop or establish programs that provide after-school care in public school buildings using existing resources, such as computers, libraries, art and music rooms, gymnasiums, and sports equipment.

## Related facts:

- At least 28 million school-age children have parents in the work force and require after-school care. Experts estimate that at least 5 million school-age children spend time as latch-key kids without adult supervision during a typical week.
- About 35 percent of 12 year-olds are regularly left by themselves while their parents are at work.
- According to FBI statistics, most juvenile (ages 12-17) crime takes place between the hours of 3 p.m. and 8 p.m.
- More than 70 percent of parents want their children to attend an after-school program —while 79 percent indicated they would like a free program, almost as many, 74 percent, would pay for a program. There was little to no difference in the demographics of the parents who responded differently.
- Only 31 percent of elementary school parents and 39 percent of middle school parents reported that their children actually attend an after-school program.
- According to a recent national PTA survey, 65 percent of people would support increased federal funding for after-school programs.

## Model programs:

- **KLICK! (Kids Learning in Computer Klubhouses)**, a consortium of nine urban and rural Michigan school districts with support from the College of Education at Michigan State University (MSU), has established a virtual network of ten middle school computer clubhouses as part of the 21st Century Community Learning Centers Program. The ten extracurricular clubhouses enable at-risk students to engage in authentic learning opportunities through the use of computers and computer-related technology. Students create Web pages, write newsletter articles, communicate electronically with other students across





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Michigan, and are learning to use many other forms of technology. Most importantly, the clubhouses provide safe environments that break down the barriers of isolation imposed by poverty, distance, and age.

The clubhouses allow middle school students to become a helpful technology resource to all facets of their communities, including senior citizens, service organizations, and others in need of their services. Each school site is staffed with an on-site coordinator and equipped with a variety of technology resources. MSU provides ongoing training and support for the school coordinators.

*For more information, visit their Web site at http://www.klick.org*

- **Virtual Y**, in New York City, is an extended school service designed to reach 10,000 public school children in 100 public school buildings across the city. Each day, from 3 p.m. to 6 p.m., 100 second, third and fourth graders at each site participate in the Y's traditional curriculum to build strong values, enhance education, improve academic performance, and promote healthy lifestyles. Reading is the "golden thread" woven throughout the curriculum to work toward meeting President Clinton's challenge that all children be able to read well by the end of third grade. Virtual Y maximizes resources by using a mixture of full- and part-time professionals and volunteers, including college work-study students, AmeriCorps volunteers, and high school students involved in service learning.

  Families, schools, and the community work together to make the Virtual Y program a reality.

  *For more information, contact: Christian DiPalermo, (212) 630-1543.*

- **Save the Children Out-of-School Time Rural Initiative** provides program dollars, training, technical assistance, and ongoing evaluation to rural sites across the country, such as the El Rito Family Learning Center in New Mexico, and in the Zuni School District in Zuni, New Mexico. These programs are working to provide children with constructive activities, safe places, and supervision from caring adults. As a model literacy effort, the Zuni project highlights many programs geared towards reading. The El Rito Center targets children for after-school and summer programs, and offers them everything from computer lab instruction to fine arts.

  *For more information, contact: Renee Paisano, (505) 268-5364; (505) 268-5436 (fax).*

## America Goes Back to School Idea:

Create a safe learning environment for children by starting or expanding an after-school enrichment program. Involve teachers, parent volunteers, college students, and senior citizens as tutors and program directors. Take advantage of school resources such as music rooms, libraries, computer labs, and gyms, and link up with community organizations and cultural and youth groups to create a structured and varied learning environment.

## Resources:

The U.S. Department of Education has a variety of materials, programs, and information about high quality after-school programs. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web sites:

- C.S. Mott Foundation at http://www.mott.org
- The National Institute for Out of School Time at http://www.wellesley.edu/WCW/CRW/SAC
- *Safe and Smart: Making the After-School Hours Work for Kids and Keeping Schools Open as Community Learning Centers* at http://www.ed.gov/pubs/SafeandSmart/

# Getting High Standards Into Every Classroom

Learning to read well and independently by the end of the third grade is essential to continue learning. That is why President Clinton and Vice President Gore have proposed to reduce class size to help students get the personal attention they need in order to read well, and succeed in other subjects, too. Mastering challenging mathematics—including the foundations of algebra and geometry—by the end of eighth grade is crucial for opening the doors to high school courses that will prepare students for college and promising careers. To help get high standards into America's classrooms, Congress is considering the Education Excellence for All Act, which builds on the success of the 1994 Goals 2000: Educate America Act.

*"We have put a real emphasis on the early years of schooling because research and common sense tell you that if a young person can "master the basics" early, they get off to a much better start in their education. We want to improve academic achievement for all students, with a special emphasis on closing the gap upward between poor and minority students, and other students."*

—U.S. Secretary of Education
Richard W. Riley

In today's economy, almost every high school student should be taking all the core courses for college, and planning to take Advanced Placement and/or tech-prep courses their junior and senior years in high school. To succeed in the 21st century, high school students should learn about careers and pathways to college, and they should take four years of math, science, and English, three to four years of a second language, as well as courses in the arts, geography, history, and computer science.

## Related facts:

- Mastering the fundamentals of algebra by the end of eighth grade, students will be prepared for the challenging math and science courses in high school that are the gateway to college and promising careers.
- According to the National Educational Longitudinal Study (NELS:88), 83 percent of students who took algebra and geometry went on to college within two years of their scheduled high school graduation. Only 36 percent of students who did not take algebra and geometry courses went to college.
- While fourth graders scored above the international average in math and science, eighth graders scored below the average in math, and only slightly above the international average in science. Twelfth-grade performance ranks third from the bottom.
- New academic standards are being put in place in 48 states, and two states have raised standards at the local level. (The next challenge is to get high standards into every classroom.)
- According to the 1998 results from the National Assessment of Educational Progress (NAEP), 68 percent of fourth graders in high-poverty schools are not able to read at even the "basic" level. These children are already far behind their more fortunate peers. A much smaller percentage of children in low-poverty schools—23 percent—are not able to read at the basic level.

## Model programs:

- The Gateway Institute of Technology, a magnet school and a New American High

School in St. Louis, Missouri, integrates a strong academic curriculum emphasizing mathematics and science with career preparation in highly technical fields.

Gateway is organized into clusters to facilitate the achievement of academic and technical skills. All students, regardless of which cluster they belong to, are required to take many math and science courses, including algebra, geometry, advanced algebra with college algebra, and trigonometry with analytic geometry, in addition to biology, chemistry, and physics. Students may also take dual-enrollment courses for college credit such as Advanced Biology, Advanced English, Ethics in Science and Technology, Aviation, and Industrial Chemistry in addition to Advanced Placement courses in computer science, biology, chemistry, physics, and calculus.

All students complete projects that integrate other subject areas or real-life applications into the subject area of each particular course. For example, in a recent statistics class, students completed a project for the St. Louis Rams where they studied scouting and developed a math model to predict whom the team would draft.

*For more information, please contact: Susan Tieber, Principal, Gateway Institute of Technology at (314) 776-3300.*

- Arvida Middle School, in Miami, Florida, was recognized as a 1997-98 Blue Ribbon School for its high academic standards. Through educational reform, the school has demonstrated its commitment to excellence by addressing the unique learning needs of all its students. Through subject-area gifted classes, an extensive foreign language program, the implementation of national science standards through an integrated science program and high school credit science classes, and advanced math and science studies, Arvida promotes a rigorous and challenging curriculum. The middle school also offers flexible schedules to allow students the opportunity to take extra elective courses before school, or receive tutoring services during the after-school hours. At-risk intervention programs are in place to assist students who are not working up to their potential.

  Part of Arvida Middle School's success is related to its impressive community partnerships. Faculty, students, parents, and community members have established a viable coalition that promotes continuous improvement. Partnerships with fifteen community businesses and associations have contributed to an ongoing incentive program that defrays the cost of awards, certificates, field trips, and funding assistance for special projects.

  *Contact: Arvida Middle School, 10900 Southwest 127 Avenue, Miami, FL 33186; (305) 385-7144.*

## America Goes Back to School Idea:

Partner with local business leaders, teachers, college students, parents, and community members to evaluate the performance levels of students in your schools. Compare your school to those across your state, and to national standards. Partner with business leaders, teachers, and college students to launch a year-long effort to make sure every student in your community can read well and independently by the end of the third grade, that students are taking algebra by grade eight, and that almost every high school student is taking all the core courses to prepare for college or a career.

## Resources:

The U.S. Department of Education offers a number of publications and programs to help get high standards into the classroom. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web site:

- The U.S. Department of Education's list of initiatives at http://www.ed.gov/inits

# Increasing Pathways To College and Careers

Today, more than ever before, higher education is the fault line between those who will prosper in the new economy and those who will not. To prepare our children for the world of personal and professional choices in the 21st century, we must open the doors of college to all Americans and make two years of college as universal as high school is today. Yet many students never receive a college education, some because they lack the preparation for college and others because they lack the financial resources. President Clinton and Vice President Gore are fighting to make higher education affordable and accessible to all Americans by expanding need-based scholarships, tax credits, and student loans, and by building awareness across the nation that everyone can go to college if they work hard and make the grade. Community involvement is crucial to making these programs worthwhile. It's only with the help of school, college, and community and business efforts that all students can get on the pathway to college and promising careers.

*"If you know a child from a poor family, tell her not to give up—she can go on to college. If you know a young couple struggling with bills, worried they won't be able to send their children to college, tell them not to give up—their children can go on to college. If you know somebody who's caught in a dead-end job and afraid he can't afford the classes necessary to get better jobs for the rest of his life, tell him not to give up—he can go on to college. Because of the things that have been done, we can make college as universal in the 21st century as high school is today. And, my friends, that will change the face and future of America."*

—President Clinton

## Related facts:

- 70 percent of parents say they would like more information about which courses their child should take to be ready for college; 89 percent of parents want more information about how to pay for college, including the use of tax credits.
- Over the next 10 years, 8 out of the 10 fastest growing jobs will require college education or long-term training.
- In 1995, 83 percent of high school graduates from high-income families, aged 18-24, were enrolled in college the October following high school; 56 percent from middle-income families, and only 34 percent from low-income families were enrolled at that time.
- In the next decade, 75 percent of the current workforce will need significant retraining.
- A student who receives a bachelor's or a higher degree will earn nearly $1 million more, in the course of a lifetime, than one who does not graduate from high school.
- The lifetime difference in earnings between a student who does not graduate from high school and one who does is over $200,000.

## Model programs:

- Project GRAD (Graduation Really Achieves Dreams), in Houston, Texas, is a school-community partnership, established in 1993, to improve the instructional quality and school environment for at-risk children



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in Houston's inner city schools. Working with 24 schools in Houston and over 17,000 Hispanic and African American students, Project GRAD promotes high standards in math, reading and language arts, and uses comprehensive approaches—including tutoring, mentoring, counseling, and the arts—to improve the entire system so a child gets a solid, challenging education from kindergarten through high school.

Project GRAD also promises all ninth-grade students a $1,000 per year college scholarship if they meet basic academic criteria. This incentive encourages parents and teachers to discuss college as a real objective for students, and offers students a reason to perform well academically.

Project GRAD has been highly successful. The rates of high school graduation and college enrollment have quadrupled in these Houston schools in the past three years, and student test scores have improved dramatically. The community now embraces college attendance as the rule, not the exception.

*For more information, contact Sharon Jacobson, Executive Director, Project GRAD at (713) 757-5973; (713) 757-3144 (fax).*

- Walhalla High School is an 850-student New American High School located in South Carolina near the Blue Ridge Mountains. With the help of the South Carolina Education Department, the Southern Regional Education Board and the Partnership for Academic and Career Education (a tech-prep consortium), Walhalla High initiated whole school reform and organized career clusters along a Tech Prep and College Prep continuum. Students can choose between the two programs or participate in both. The Tech Prep focus prepares students for entry into technical degree programs in college or for immediate entry into a chosen career. If a student is interested in a technical engineering field requiring a 4-year college degree, then he or she will take both College Prep classes and Tech Prep classes. Most importantly, students in Tech-Prep courses are not getting a lesser education—Honors, Tech Prep, and College Prep classes all have the same GPA value.

  An important component of this program is experience in the workplace. According to Walhalla's career specialist Rick Murphy, students often "have appropriate part-time jobs, enroll in formal, articulated apprenticeship programs, or get involved in a co-op, which is arranged and structured to fit the curriculum."

  Walhalla High School's reform has been extremely successful. The most telling evidence of this is the fact that 100 percent of Walhalla students say they are going to continue their education.

  *For further information, please contact: John Hostetler, Principal, Walhalla High School, 151 Razorback Lane, Wahalla, SC 29691; (864) 638-4582; (864) 638-4055 (fax).*

## America Goes Back to School Idea:

Start a "Think College Early" program at local middle schools to help students and their families prepare early for college. Provide information to students and parents on course requirements, necessary admission tests, financial planning and assistance, and the benefits of pursuing higher education.

## Resources:

The U.S. Department of Education distributes several publications to help students and their families prepare for college and promising careers. To request products related to any of these programs, call 1-877-4ED-Pubs. For additional information on these programs, call 1-800-USA-LEARN or visit the following Web sites:

- GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) at http://www.ed.gov/gearup
- Think College Early at http://www.ed.gov/thinkcollege/early/tce_home.htm

# A New Millennium: Reflecting on Educational Change and Opportunity

The turn of a millennium is an extraordinary event. It is a time to look back at the past, and forward to the future. Listed below are some of the most influential educational events of the past two centuries. These events changed the course of education in our country, and their effects are still felt today. Also below are a number of recent educational policies that will undoubtedly change the face of education in the coming millennium. Use this unique time, and this list of historical and current events, to reflect on your community—its treasures, its needs, and its schools. Discuss how America has become the society it is at the close of the 20th century, and what we must do to ensure equal access to excellent education in the 21st century. Organize your America Goes Back to School partnership around examining the educational history of your community, evaluating current performance standards, and planning for the future of education.

## Historical Events That Still Affect Us Today

**Land Grant Colleges, 1862**
In 1862, Congress passed the Land Grant College Act (also known as the First Morrill Act) to provide funding for institutions of higher learning in each state. For every Congressional representative within a state, the federal government provided 30,000 acres of land to be sold and used as an endowment for at least one college offering training in agriculture, home economics, mechanical studies, and other professional trades. Some of the early land-grant institutions include Iowa State University, Kansas State, Rutgers, and the Universities of Vermont, Minnesota, Missouri, Kentucky, and Wisconsin. In 1890, the Second Morrill Act was passed to include historically black universities in the land-grant system. At this time, the southern states that did not already have a black college established one. Since their inception, Land Grant colleges have broadened the opportunities for higher education to people across the United States.

**GI Bill of Rights, 1944**
Officially known as the Servicemen's Readjustment Act of 1944, the GI Bill was signed by President Roosevelt to broaden the opportunities of returning World War II veterans. In addition to helping purchase homes and businesses, and cover the cost of hospitalizations, the bill provided tuition, living expenses, books, and supplies to veterans to continue their education in school or college. Within 7 years, nearly 8 million veterans received educational benefits. The GI Bill opened the doors of higher education to an older and more diverse population than this country had ever seen. In the coming century, through the current GI Bill, together with need-based scholarships, financial aid, new tax credits, work-study, and GEAR UP, we can make college as universal as high school is today.

*For more information about financial aid, call 1-800-4FED-AID, or visit the College Is Possible Web site at http://www.CollegeIsPossible.org .*

**Brown v. Board of Education, 1954**
In the 1954 case Brown v. Board of Education, the Supreme Court deemed the "separate but equal" approach to education unconstitutional, and school districts were ordered to run a single school system for all students, regardless of color. With the supervision of the federal government in many cases, states desegregated the schools, and African American children joined their peers in classrooms across America.

**Special Education, 1975**
The first federal law that addressed the issue of special education was passed in 1958 under the Education of Mentally Retarded Children Act. This provided training funds for teachers to learn to work with children considered mentally retarded. It was not until 1975, however, that the Education for All Handicapped Children Act was passed, ensuring a free, appropriate education for students with disabilities, and acknowledging that all children should have access to school.[1]

The act has been revised and amended several times since 1975, with the latest revision in 1997, and is now known as the Individuals with Disabilities Education Act (IDEA).

*For more information on these latest regulations, visit the IDEA Web site at http://www.ed.gov/offices/OSERS/IDEA.*

[1] *Information taken from Education Week on the Web (Jan 27, 1999 edition)*

## Current Events That Will Shape Our Future

**HOPE Scholarship and Lifetime Learning Credits**

On August 5, 1997, President Clinton signed the Taxpayer Relief Act of 1997, which provides for the HOPE Scholarship and the Lifetime Learning Credits, the largest investment in higher education since the GI Bill. Along with the Pell Grant, Work-Study, and other forms of financial aid, the HOPE Scholarship is designed to make the first two years of college universally available to American students. Taxpayers will be eligible for a tax credit equal to 100 percent of the first $1,000 of tuition and fees, and 50 percent of the second $1,000. The credit can be claimed in two taxable years, but not beyond the year when the student completes the first two years of college.

The Lifetime Learning Credit is for those beyond the first two years of college, as well as working adults taking classes part-time to improve or upgrade their job skills. Available on a per-taxpayer (family) basis, a 20 percent tax credit is provided for the first $5,000 of tuition and fees through 2002, and for the first $10,000 thereafter. Together, the HOPE Scholarship and the Lifetime Learning Credits will open the doors of college to a new generation.

*For more information, visit http://www.ed.gov/inits/HOPE.*

**E-Rate: Closing the "Digital Divide"**

By July 1999, the first round of education discounts for Internet connection ("E-Rate"), totalling $1.3 billion, will be made available to schools and libraries. These discounts, as Vice President Gore has said, "will help ensure that all of our children—whether rich or poor, from inner cities or isolated rural communities—have the same access to the vast resources of the Internet."

In October 1998, prior to launching the E-Rate, 51 percent of classrooms were linked to the Internet. The goal, according to Vice President Gore, is to link all of our nation's classrooms by the end of the year 2000. This is an enormous step in closing the "digital divide" that exists among our communities, and creating full and fair opportunities for all students. Our children will be better prepared to compete for the high-tech, high-wage jobs of our future.

*For further details on the E-Rate, visit http://www.ed.gov/Technology/eratemenu.html or http://www.slcfund.org.*

**The Arts Education Partnership**

The enactment of the Goals 2000: Educate America Act of 1994, which helped raise education standards across America, also recognized the arts as a core area of study in American education in which all children should have preparation. In response to this challenge, the Arts Education Partnership was formed in 1995 through a cooperative agreement between the National Endowment for the Arts and the U.S. Department of Education. A coalition of education, arts, business and funding organizations, the Arts Education Partnership is committed to improving the quality of American schools by promoting the arts as a way to help all students gain academic and personal success.

Over 140 national organizations have joined the Arts Education Partnership to affirm the arts as fundamental to quality education, and to help identify ways that the arts can be an asset in school reform efforts. The Arts Education Partnership is managed by the Council of Chief State School Officers and the National Assembly of State Arts Agencies.

*For more information, call (202) 326-8693 or visit http://aep-arts.org.*

**America Reads and America Counts Work-Study Waivers**

On July 1, 1997, the U.S. Department of Education issued a regulation known as the America Reads Waiver to encourage federal work-study students to serve as reading tutors. Generally the higher education institution in which the work-study students are enrolled pays a quarter of the students' wages while the Federal Work-Study program pays the balance. Under this new plan, the federal government

pays 100 percent of the wages of work-study students who serve as reading tutors or mentors to preschool and elementary school children, or in family literacy programs. Starting July 1, 1999, the federal government will cover the work-study wages of mathematics tutors as well, through the America Counts Waiver.

Both the America Reads and America Counts Waivers work toward increasing community and college involvement in education. We still have a long way to go. To help children achieve in the years to come, families, volunteers, business leaders, and community members should all take on a larger role in children's education.

*For more information on work-study programs, visit the Web site at http://www.ed.gov/inits/Math/acc/fws-fact.html.*

## A Unique Opportunity: The Mars Millennium Project

The Mars Millennium Project: An Arts, Science, and Technology Initiative takes advantage of students' excitement about space exploration to engage them in problem solving in science, math, the arts, and other core subjects. Beginning with the 1999-2000 school year, this nationwide project invites teams of students to design a community for 100 people on the planet Mars for the Year 2030. Working with teachers, community leaders, families, and professionals in various fields, students from first grade through high school will concentrate on aspects of the arts, sciences, math, and humanities in creating their own communities. The Mars Millennium Project, according to Secretary of Education Richard Riley, "offers an exciting opportunity for our teachers and students to link a variety of learning disciplines and multi-step problem solving, and to harness students' creative energy." Communities, museums, libraries, and schools are encouraged to showcase the student projects in the spring and summer of the year 2000. Participation guides for schools and community organizations will be available in June 1999.

*For more information on the Mars Millennium Project: An Arts, Science, and Technology Initiative, call (301) 274-8787 x150, or visit their Web site at http://www.mars2030.net.*

AMERICA TO SCHOOL

PARTNERSHIP for Family Involvement in Education

**U.S. Department of Education**
**Washington, DC 20202-8173**

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# Challenge Our Students and they will soar

America Goes Back to School
1999-2000 Activity Calendar





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# July 1999

## Planning Tips for Activities Geared Back to School

- Meet with your local school superintendent and/or principal(s) to get their support and assistance.
- Hold the first event planning meeting.
- Select a chairperson and a single point of contact.
- Create a timetable with key tasks and assign responsibility for each one.
- Designate subcommittees with chairs, such as publicity, event management, budget, and others as needed.
- Contact schools, key community organizations and area businesses, local officials, and other parties to generate interest and ask them to be sponsors.
- Recruit volunteers.
- Create a publicity plan and community outreach strategy.
- Submit a proclamation request. Seek a resolution.
- Compile a media list and other outlets for communication.
- Decide how to evaluate the success of your effort and plan for an evaluation.

## Reading Corner

**Books for young readers**

*Cocoa Ice* by Diana Appelbaum, illustrated by Holly Meade

*The Summer My Father Was Ten* by Pat Brisson, illustrated by Andrea Shine

*Barnyard Lullaby* by Frank Asch

**Books for middle readers**

*Ogbo: Sharing Life in an African Village* by Ifeoma Onyefulu

*The Beauty of the Beast: Poems from the Animal Kingdom*, edited by Jack Prelutsky

**Books for older readers**

*Starting with I: Personal Essays by Teenagers*, edited by Philip Kay

*The Transcontinental Railroad in American History* by R. Conrad Stein

*Songs of Faith* by Angela Johnson

*Books recommended by the American Library Association*

## Health and Wellness Corner

**Hair-Raising Results**

***You will need:***

A cool dry day, 2 round balloons inflated and tied, 2 20-inch pieces of string, 1 wool or acrylic sock, 1 mirror, 1 friend

1. Tie a string to each balloon. 2. Rub a balloon on your head for about 15 seconds (be sure to rub around the whole balloon). What happens to your hair? 3. Rub the balloon on your hair again and have a friend do the same with the other balloon. 4. Each of you hold the string to one balloon, letting the balloons hang freely, but without letting them touch anything. 5. Slowly move the two balloons toward each other, but don't let them touch. 6. Place your hand between the two hanging balloons. What happens? 7. Place a sock over one hand and rub one balloon with the sock. Then let the balloon hang free. Bring your sock-covered hand near the balloon. What happens?

## FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

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## LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

## FAMILY GAME NIGHT

Pull out those board games or come up with a new game and spend some quality time with your children. Try to play something that is age appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# July 1999

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Encourage students to read or write for 30 minutes a day.**<br><br>**Contact 1-877-4ED-Pubs for materials and ideas.** | | | | 1 | 2<br>**Family Game Night** | 3 |
| 4<br>**Independence Day** | 5<br>***School Tip:*** Develop school tours for community partners (employers, community groups, and the media) to familiarize them with needs to modernize the school building. | 6 | 7<br>***Writing Room:***<br>Practice printing or handwriting with your child. Make a certificate for a job well done. | 8 | 9<br>***School Tip:***<br>Talk with parents about developing a parent resource center in your school to reinforce parenting skills, literacy, and career training. | 10<br>**Family Story Night** |
| 11<br>***Science and Technology Fun:***<br>Ask your child to watch the moon this week and record changes in its size and color. | 12 | 13<br>**Library Visit**<br>Encourage your teen to pick out a book about a college or profession that interests him/her. | 14 | 15<br>***Better Business:***<br>Advocate in the workplace for family-friendly policies. Encourage employers to provide time off to employees to volunteer in schools. | 16 | 17 |
| 18 | 19<br>***School Tip:***<br>Organize a focus group to improve and modernize school facilities. Involve community members, families, employers and school officials. | 20<br>**Family Story Night** | 21<br>***Learning Fun:***<br>Encourage a child to teach a friend something he or she is good at, such as dancing, skating, or riding a bike. | 22 | 23 | 24<br>***Science and Technology Fun:***<br>Visit the Franklin Institute Science Museum Web site at http://sln.fi.edu/. |
| 25<br>**National Parent's Day**<br>Have your child make Parent's Day cards for the parents of their friends. | 26 | 27<br>***Take Action:***<br>Volunteer to be a mentor or tutor. | 28 | 29<br>***Math Mania:***<br>Explore this Web site with your child: http://forum.swarthmore.edu/~steve/steve/mathmid.desc.html. | 30<br>**Library Visit** | 31 |

# August 1999

## America Goes Back to School Planning Tips

- Follow up on initial plans to hold back to school events and make sure plans are focused on issues that need to be addressed in your schools.
- Prepare all written materials, including press releases, copy for fliers and articles, and talking points for use in speeches. Arrange for printing.
- Confirm sponsors, event sites, and participants and speakers.
- Hire or arrange for a photographer for events.
- Send in the form included in this kit to let the U.S. Department of Education know about your event so it can be considered as a showcase site.

## Reading Corner

**Books for young readers**

*The Sky Is Always in the Sky*
by Karla Kuskin
illustrated by Isabelle Dervaux

*One Horse Waiting for Me*
by Patricia Mullins

**Books for middle readers**

*The Pirate's Son*
by Geraldine McCaughrean

*Habibi*
by Naomi Shihab Nye
illustrated by Raul Colon

*Charles A. Lindbergh: A Human Hero*
by James Cross Giblin

**Books for older readers**

*The Robber and Me*
by Josef Holub

*The Long Patrol (Redwall Series)*
by Brian Jacques

*Books recommended by the American Library Association*

## Math and Reading Connection

**Take Two**

Place seven chips in a row. Two players take turns removing one or two chips each turn. The person to remove the last chip is the winner. In an alternate version of the game the winner is the player who doesn't take the last chip. Does each player have an equal chance of winning? Does it make a difference who plays first? How would the game change if you used eight or nine chips?

4

## FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

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## LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

4

## FAMILY GAME NIGHT

Pull out those board games, or come up with a new game, and spend some quality time with your children. Try to play something that is age appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# August 1999

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **1**<br>**Family Day**<br>***Creation Station:***<br>Talk with your children about your family and make a family tree! | **2** | **3**<br>***Take Action:***<br>Work with your school, community and youth groups to start or expand an after-school program. Contact 1-800-USA-LEARN for ideas and information. | **4** | **5**<br>***Reading Recess:***<br>Start a journal of books that your family reads together. Draw your favorite parts of the stories in the journal. | **6** | **7**<br>**Family Story Night** |
| **8** | **9**<br>**Library Visit**<br>Check out books about life in other countries or states. Talk with your child about similarities and differences in cultures and languages. | **10** | **11**<br>***Take Action:***<br>Review your middle/high school student's course schedule to be sure it includes challenging math and science courses, foreign languages, and the arts. | **12** | **13**<br>***Take Action:***<br>Turn off the TV! Spend time reading, playing games, talking, singing, and just having fun together. | **14** |
| **15**<br>***The World Around Us:***<br>Place a globe or world map near the TV and use it to locate places discussed on television programs, or use a U.S. map to follow the travels of your favorite sports team. | **16** | **17**<br>***Take Action:***<br>Utilize local TV and radio stations to get the word out about school activities and events. | **18**<br>**Family Game Night** | **19**<br>***School Tip:***<br>Put up bright, colorful welcome signs in the school to invite students and parents in on the first day. | **20** | **21**<br>***Reading Recess:***<br>Start using a chalkboard or message board in the kitchen to write weekly "words to look up" or famous quotes or sayings. |
| **22** | **23**<br>***Math Mania:***<br>Help your child draw a scale drawing of her room showing doors, windows, and cut-out furniture. One inch to one foot is a good scale. She can use it to try different arrangements of furniture. | **24** | **25**<br>***Take Action:***<br>Get involved in your local PTA and help it grow. Contact the National PTA at 1-800-307-4782 or visit their Web site at http://www.pta/org/index.stm. | **26** | **27**<br>***Take Action:***<br>Advocate for better education—encourage teachers, parents, principals, superintendents, and school boards to set and maintain high standards. | **28**<br>**Library Visit** |
| **29**<br>**Family Story Night** | **30** | **31**<br>***Better Business:***<br>Get school and business leaders together to share leadership and management experiences. | | | | |

**Encourage students to read or write for 30 minutes a day.**
**Contact 1-877-4ED-Pubs for materials and ideas.**

**Get in the habit of reviewing your child's homework each night.**
**Discuss with them any comments the teacher has made and spend extra time working on problem areas or concepts that are difficult for your child.**
**Take advantage of homework hotlines and Web sites that can help.**

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# September 1999

## America Goes Back to School Planning Tips

- Hold a pre event announcement (perhaps a proclamation signing and/or press conference)
- Distribute promotional materials
- Meet with news media representatives about advertising and coverage for events
- Confirm all volunteers and assignments
- Send news releases for events
- Roll out publicity
- Double check details with everyone involved
- Send news releases for events
- Roll out publicity
- Double check details with everyone involved

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## Reading Corner

**Books for young readers**

*Three Monks, No Water* by Ying xiong Ye
illustrated by Harvey Chan
*Hands* by Lois Ehlert
*Telling Time with Big Mama Cat*
by Dan Harper, illustrated by Barry Moser and Cara Moser

**Books for middle readers**

*Trouble's Daughter: The Story of Susanna Hutchinson, Indian Captive*
by Katherine Kirkpatrick
*Across America on an Emigrant Train*
by Jim Murphy

**Books for older readers**

*The College Application Essay*
by Sarah Myers McGinty
*Winning Ways: A Photohistory of American Women in Sports*
by Sue Macy

*Books recommended by the American Library Association*

## Math and Science Corner

**Celery Stalks at Midnight**

***You will need:***
4 same-size stalks of fresh celery with leaves, 4 cups or glasses, red and blue food coloring, a measuring cup, 4 paper towels, a vegetable peeler, a ruler, old newspaper

**1.** Lay the 4 pieces of celery in a row on a cutting board or counter so that the place where the stalks and the leaves meet matches up. **2.** Cut all 4 stalks of celery 4 inches (about 10 centimeters) below where the stalks and leaves meet. **3.** Put one stalk in each of 4 separate cups of purple water (use 10 drops of red and 10 drops of blue food color for each half cup of water). **4.** Label 4 paper towels in the following way: "2 hours," "4 hours," "6 hours," and "8 hours." (You may need newspapers under the towels). **5.** Every 2 hours from the time you put the celery into the cups, remove the appropriate stalk and put it onto the correct towel. (Notice how long it takes for the color of the leaves to start to change.) **6.** Each time you remove a stalk from the water, carefully peel the rounded part with a vegetable peeler to see how far up the stalk the purple water has traveled. What do you observe? Notice how fast the water climbs the celery. Does this change as time goes by? In what way?

51

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

52

### FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# September 1999

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Starting in fall 1999, a "weekly math challenge" will be widely distributed throughout the country. These challenges will give families an opportunity to explore mathematical ideas together and demonstrate the relevance of math to daily life.**<br><br>**Call 1-800-USA-LEARN for information.** | | | 1<br>***The World Around Us:***<br>While walking through your town with your child, look at buildings and talk about ways older buildings differ from those of today. What are some reasons for these changes? | 2 | 3<br>***Creation Station:***<br>Use pictures from catalogs and magazines to make up your own game. Make simple sorting, ordering, or matching games. | 4<br>***Science and Technology Fun:***<br>Visit B.J. Pinchbeck's Homework Helper at http://tristate.pgh.net/~pinch13/ with your child. |
| 5<br>***Take Action:***<br>Involve your child in community activities. Join the Boy and Girl Scouts, 4H, YMCA/YWCA or a club at your church or synagogue. Get involved in arts and cultural groups. | 6<br>**Labor Day** | 7<br>***Take Action:***<br>Volunteer to help with school projects and programs in the classroom and at home. | 8<br>**Family Story Night** | 9<br>***School Tip:***<br>Invite grandparents in to the school for lunch, classroom visits, and tours of the school. Ask them to be reading buddies. | 10 | 11<br>**Rosh Hashanah**<br>**Library Visit** |
| 12<br>**Grandparents Day** | 13<br>***School Tip:***<br>Send a "Take Home Bag" to parents that includes instructions for hands-on activities for home. | 14 | 15<br>***School Tip:***<br>Invite community members to a back-to-school night (along with parents!) to learn about the school's goals and to encourage them to volunteer as tutors and mentors. | 16<br>**Family Game Night** | 17<br>***School Tip:***<br>Build partnerships with local colleges and universities to provide tutors for students through the America Counts Federal Work-Study program. | 18 |
| 19<br>***Science and Technology Fun:***<br>Go on a walk and collect natural materials such as acorns and leaves to use for "fall" art projects. | 20<br>**Yom Kippur** | 21<br>***Link Up With Others:***<br>Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve your schools. Call 1-800-USA-LEARN for information. | 22<br>**Library Visit** | 23<br>**First day of Autumn**<br>***Looking Ahead:*** Help students think about college and financial aid searches early. Visit http://www.ed.gov/finaid.html or call 1-800-4-FED-AID. | 24 | 25<br>***Learning Fun:***<br>Visit the zoo, park or state/national forest with your child. Choose your favorite animal and come home and use stones to make a "pet rock" of that animal. |
| 26<br>**Family Story Night** | 27<br>***Creation Station:***<br>Design your own cereal. Use cereal boxes in your home as examples. Discuss what food labels tell and make a label for your imaginary cereal. | 28 | 29<br>***School Tip:***<br>Install telephone answering systems that allow two-way communication between teachers and families. | 30<br>***Take Action:***<br>Organize your "Mars Team" and start the design of your village on Mars. | **Call 1-877-KIDS-NOW or visit http://www.hcfa.gov/init/children.htm to learn about the Children's Health Insurance Program.** | |

# October 1999

Planning tips for Annual end-of-back to school

- Send news releases for events
- Roll out publicity
- Double check details with everyone involved
- Send thank you letters
- Prepare final reports based on your evaluation and other input
- Meet to review your plan for sustaining public interest and involvement throughout the year
- Make recommendations for next year's kick off

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Reading corner

**Books for young readers**

*So Far from the Sea* by Eve Bunting
illustrated by Chris K. Soentpiet
*January Rides the Wind*
*A Book of Mouths* by Charlotte F. Otten
illustrated by Todd L. W. Doney
*Hana and Tiger: 19 Very Short Stories from My Life* by Eric Carle

**Books for middle readers**

*Mud Matters: Stories from a Mud Lover*
by Jennifer Owings Dewey, photographs by Stephen Trimble
*Samuel Adams*
*The Father of American Independence*
by Dennis Brindell Fradin

**Books for older readers**

*Forever Outsiders, Vol I: Jews and History from Ancient Times to August 1935*
by Linda Jacobs Altman
*Monteverde: Science and Scientists in a Costa Rican Cloud Forest*
by Sneed B. Collard

*Books recommended by the American Library Association*

Math and science corner

**Money Match**

**You will need:** 1 die to roll, 10 pennies, 10 nickels, 10 dimes, 6 quarters

**1.** For young players (5- and 6-year-olds), use pennies and nickels. Older children can use all coins. **2.** The object of the game is to be the first player to earn a set amount (20 cents is a good amount to start with). **3.** The first player rolls the die and gets the number of pennies shown on the die. **4.** Players take turns rolling the die to collect additional coins. **5.** As each player accumulates 5 pennies or more, the 5 pennies are traded for a nickel. **6.** The first player to reach the set amount wins.



## FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

## LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

## FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# October 1999

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Picture the Future:** Working in teams and with educators, scientists, engineers, artists, architects, and community leaders, students can design what their ideal community would be in the year 2030 for 100 people on the planet Mars. For a participation kit, call 1-800-USA-LEARN or visit the Mars Millennium Web site at http://www.mars2030.net. | | | | | 1 ***Take Action:*** Organize community workshops on diversity. Involve persons from all segments of the community to share their talents. | 2 **Family Game Night** |
| 3 ***Math Mania:*** Talk with your child about things that are measured in metric units. For instance, soft drinks are often sold in bottles that hold one liter. | 4 | 5 ***Take Action:*** Share your computer expertise by volunteering in the classroom and on technology planning teams, or by organizing training for teachers and parents. | 6 **Library Visit** | 7 ***Take Action:*** Participate in National Arts and Humanities Month. Call (202) 371-2830 for an Action Kit or visit http://www.artsusa.org/upcoming/ for ideas. | 8 | 9 ***Science and Technology Fun:*** Visit the American Library Association's 50+ Great Sites for Kids & Parents at http://www.ala.org/parentspage/greatsites/ |
| 10 | Columbus Day 11 Talk with your child about the discovery of America. Pretend you are about to make a journey and discuss how you will get to your destination and what you will need on your voyage. | 12 **Family Story Night** | 13 ***Take Action:*** Collaborate with the local hospital to sponsor a community health fair. Provide booths on child safety, children's insurance, and drug and alcohol prevention. | 14 | 15 ***School Tip:*** Invite family and community members to school to eat lunch with students. | 16 |
| 17 ***Take Action:*** Ask your PTA to organize a family computer night to discuss and demonstrate how technology is being used in the school. | 18 | 19 ***Link Up With Others:*** Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve local schools. Call 1-800-USA-LEARN for information. | 20 | 21 ***School Tip:*** Build partnerships with local employers to provide tutors, mentors and work study sites for older students. | 22 **Library Visit** | 23 |
| 24 **Family Game Night** | 25 ***Science and Technology Fun:*** Talk with your child about good eating habits and physical activity. Visit http://www.healthfinder.gov/justforyou/default.htm or call (800) 336-4797. | 26 | 27 ***Creation Station:*** Help your child record special moments from his/her life. Think of creative ways to display the information. | 28 | 29 ***School Tip:*** Have students study different countries and do reports, exhibits, or prepare food dishes from those countries. Start a "student exchange" program via the Internet. | 30 **Family Story Night** |
| 31 **Halloween** ***Take Action:*** Call the U.S. Department of Education at 1-877-4ED-Pubs to request a copy of the Parents Guide to the Internet. | | | | | | |

# November 1999

## America Goes Back to School Planning Tips

- Send thank you letters to organizers and sponsors of your back to school events.
- Prepare final reports based on your evaluation and other input.
- Meet to review your plan for sustaining public interest and involvement throughout the year.
- Make recommendations for next year's kick-off.
- Set the first meeting date and select a chairperson for the kick-off of the 2000-2001 back to school event.
- Keep up the momentum. Maintain volunteer efforts in the school.

## Reading Corner

**Books for young readers**

*Here in Space* by David Milgrim
*Too Close Friends* by Sheri Raddue
illustrated by Sally Anne Lambert
*The Greatest Treasure*
by Demi

**Books for middle readers**

*Bill Pickett: Rodeo Ridin' Cowboy*
by Andrea D. Pinkney
illustrated by Brian Pinkney
*Leonardo Da Vinci* by Diane Stanley
*Golem* story and pictures by David Wisniewski

**Books for older readers**

*Art Attack: A Short Cultural History of the Avant-Garde* by Marc Aronson
*Spirits of the High Mesa*
by Floyd Martinez

*Books recommended by the American Library Association*

## Math and Science Corner

***Runaway Pepper***

***You will need:***
1 container of pepper, dish detergent, tooth picks, a glass of water

1. Sprinkle pepper on the top of a glass of water. 2. Dip a toothpick in the center of the pepper. What happens? 3. Put a drop of dish detergent on a toothpick and dip it in the center of the pepper. What happens?

Why does the pepper run away? The pepper moves quickly to the sides of the glass because the soap breaks the surface tension. Surface tension occurs when the hydrogen in water molecules bond or stick to one another as well as to the water below. At the surface, this holds the substance together and makes it behave as though it is coated by an invisible film.

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

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### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

### FAMILY GAME NIGHT

Pull out those board games, or come up with a new game, and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# November 1999

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|
| 1 | **Election Day** 2<br>***School Tip:*** Invite families and community members into the classroom to read a story in their native language. Have the teacher read the same story in English. | 3 | 4<br>***Take Action:***<br>Schedule a meeting with your child's teacher to discuss your child's progress, your local and state standards, and where your school ranks compared to similar schools within the state. | 5<br>**Family Story Night** | 6<br>***Science and Technology Fun:***<br>Visit an aquarium with your child. Find out when the animals eat and check for special shows with sea lions and dolphins. |
| 7<br>***Take Action:***<br>Develop mentoring programs that allow adults and older students to work one-on-one with students needing help. | 8<br>**Library Visit** | 9 | 10<br>***Reading Recess:***<br>Have your child swap a favorite book with a friend. | 11<br>**Veteran's Day** | 12<br>***Take Action:***<br>Turn off the TV! Spend time reading, playing games, talking, singing, and just having fun together. | 13 |
| 14<br>***Creation Station:***<br>Gather and share family stories through snapshots, jewelry, or other heirlooms. Participate in the "My History Is America's History" initiative by contacting 1-800-NEH-1121. | 15 | 16<br>***Link Up With Others:***<br>Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve local schools. Call 1-800-USA-LEARN for information. | 17 | 18<br>***Take Action:***<br>Start a reading club in your neighborhood. | 19 | 20<br>**Family Game Night** |
| 21<br>***Take Action:***<br>Organize a cultural fair at the school. Have school members, families, and community members plan and participate. | 22 | 23<br>**Family Story Night** | 24<br>***Take Action:***<br>Sponsor a financial aid night for middle and high school students and families to provide information on funding a college education. | 25<br>**Thanksgiving** | 26 | 27<br>***Math Mania:***<br>Use an apple or an orange to discuss the concept of fractions with your child. Cut the fruit into different sizes and explain their value in fractions. |
| 28<br>***Reading Recess:***<br>For a listing of good books, visit the American Library Association Web site at http://www.ala.org/parents or call 1-800-545-2433. | 29<br>**Library Visit** | 30 | | | | |

**Mars Millennium Corner**

**Consult with engineers, astronauts, artists, architects, and musicians about how they envision life on Mars.**

**Visit the Mars Millennium Project Web site at http://www.mars2030.net or call 1-800-USA-LEARN.**

# December 1999

## Planning Tips for America Goes Back To School

- Keep up the momentum. Maintain volunteer efforts in the school.

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## Reading Corner

**Books for young readers**

*Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America* by Jose-Luis Orozco, illustrated by Elisa Kleven

*Duke Ellington: The Piano Prince and His Orchestra* by Andrea Davis Pinkney, illustrated by Brian Pinkney

*My Daddy* by Susan Paradis

**Books for middle readers**

*Painters of the Caves* by Patricia Lauber

*Earth Always Endures: Native American Poems* by Neil Philip, photographs by Edward S. Curtis

*Out of the Dust* by Karen Hesse

**Books for older readers**

*From Slave Ship to Freedom Road* by Julius Lester, illustrated by Rod Brown

*The Serpent's Tongue: Prose, Poetry and Art of the New Mexico Pueblos*, edited by Nancy C. Wood, introduction by N. Scott Momaday

*Parrot in the Oven: mi vida* by Victor Martinez

*Books recommended by the American Library Association*

## Math and Science Corner

***Seltzer Tablet Rocket***

***You will need:***

1 small plastic 35mm film can, 1 empty 16 ounce plastic soda bottle, 1 round balloon, measuring cups, 4 seltzer tablets, water, measuring spoons

**1.** Pour a tablespoon of water into the film can. **2.** Drop 1/2 of a seltzer tablet into the water. **3.** Break up two seltzer tablets and place them into the soda bottle. **4.** Pour 1/4 cup of water into the bottle and quickly put the opening of the balloon over the top of the bottle. Swish the contents of the bottle around several times and observe what happens to the balloon. **5.** Pour the water and seltzer in the film can down the drain. **6.** Pour another tablespoon of water into the film can and drop in another 1/2 tablet. **7.** Snap the lid on tight, and stand back! Observe what happens. What happened when you dropped the tablet in the water? What did you hear and see? Why?



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### FAMILY GAME NIGHT

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# December 1999

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Mars Millennium Corner:**<br>Start your design of a viable, sustainable habitat on Mars to showcase in the spring of 2000.<br><br>Visit http://www.mars2030.net or call 1-800-USA-LEARN | | | 1<br>***School Tip:***<br>Arrange for students and teachers to visit businesses in the community to generate interest in careers. | 2 | 3<br>**Family Story Night** | 4<br>**Hanukkah** |
| 5<br>***Looking Ahead:***<br>Discuss with your child the importance of college education and taking the right courses in middle and high school. | 6 | 7<br>***School Tip:***<br>Sponsor a breakfast for fathers to increase their involvement in school. | 8 | **Ramadan** 9<br>***School Tip:***<br>Have students spend part of the day with people who use science in their work (like park rangers, pharmacists, veterinarians, nurses or engineers). | 10 | 11<br>***Take Action:***<br>Do volunteer work with your child. Help collect toys for needy children. |
| 12<br>***Learning Fun:***<br>Map your home or block. Have your child pretend to be a bird overhead and use that view to redraw the map. | 13<br>**Library Visit** | 14 | 15<br>***Creation Station:***<br>Listen to a selection of classical music with your child or attend a school or community concert. | 16 | 17<br>**Family Game Night** | 18 |
| 19<br>***Creation Station:***<br>Make a book of family holiday traditions with your child. | 20 | 21<br>**First Day of Winter**<br>***Take Action:***<br>Help schools develop "rules of the road" for safe Internet use. | 22 | 23 | 24<br>***Take Action:***<br>Take your child to help serve holiday meals or visit other children and the elderly in the hospital. | 25<br>**Christmas**<br>**Family Story Night** |
| 26<br>**Kwanzaa Begins**<br>***Take Action:***<br>Discuss with your child the different traditions of holidays during this time of year. | 27 | 28<br>**Library Visit** | 29 | 30<br>***Creation Station:***<br>Have your child practice different drawing techniques using lines, shapes, and colors. | 31<br>**New Year's Eve**<br> <br>**Family Game Night** | |

# January 2000

## America Goes Back to School Planning Tip

- Keep up the momentum
- Maintain volunteer efforts in the school

## Reading Corner

**Books for young readers**

*Mouse Match: A Chinese Folktale*
by Ed Young

*Minty: A Story of Young Harriet Tubman*
by Alan Schroeder
illustrated by Jerry Pinkney

**Books for middle readers**

*Memories of Anne Frank*
*Reflections of a Childhood Friend*
by Alison Leslie Gold

*Popcorn* by James Stevenson

**Books for older readers**

*Bone Dance* by Martha Brooks

*The Window* by Michael Dorris
photographs by Ken Robbins

*Books recommended by the American Library Association*

## Math and Logic Corner

**Mathematical Scavenger Hunt...**

You are invited on a great hunt — a mathematical hunt! Your tools are your books, dictionary, and of course your brains! Find the value of each letter.

A — the number of hours in 1 week
B — the length of 1 inch in centimeters, rounded to the nearest whole number
C — the digit in the tens' place of the number of days in 1 year
D — the value of two less than nine
E — the value of the Roman numeral XVI
F — the length, in meters, of the side of a square whose perimeter is 20 meters
G — the number of degrees in a right angle

Now use all of your answers to find the value of these letters. Remember to do what is in the parentheses first.

M = A (B x C)
N = E + F - G
P = M N
Q = C x F/10
R = P Q

As a bonus, can you find the square root of R?
Can you explain what a square root is?
Can you make up your own scavenger hunt?

67

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

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### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

68

### FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# January 2000

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Mars Millennium Corner:** Start constructing your Mars village to be ready to showcase it this spring. Visit http://www.mars2030.net or call 1-800-USA-LEARN for ideas and discussions on how to strengthen your project. | | | | | | 1 **New Year's Day** **Family Story Night** |
| 2 ***Reading Recess:*** Use your journal of favorite stories to record new entries and write new stories. | 3 | 4 **Library Visit** | 5 | 6 ***Take Action:*** Encourage parent-child reading efforts in schools and community organizations. Remember to highlight successes through newsletters and special ceremonies. | 7 | 8 ***Creation Station:*** Use pictures from books and magazines to associate geographic terms with visual images. For example, write "volcano," then find a picture of one. |
| 9 ***School Tip:*** Develop a volunteer wall of fame and display the names of all those who have volunteered at your school. | 10 ***Reading Recess:*** Help your child organize his/her own library. | 11 | 12 ***School Tip:*** Invite scientists from the community to the school to conduct science experiments with students. | 13 | 14 ***Take Action:*** Work with the PTA to organize a teacher/school staff appreciation day. | 15 |
| 16 | 17 **Martin Luther King, Jr.'s Birthday celebrated** | 18 ***Link Up With Others:*** Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve local schools. Call 1-800-USA-LEARN for information. | 19 **Family Game Night** | 20 ***Take Action:*** Provide a safe after-school environment for neighborhood latchkey children by inviting them to your house for an afternoon. | 21 | 22 ***Take Action:*** Sponsor a youth career exploration club or event. |
| 23 | 24 ***School Tip:*** Invite fathers and mothers to school to discuss their careers and to mentor students. | 25 | 26 **National School Nurse Day** ***Take Action:*** Write a note of appreciation to your school nurse. | 27 | 28 ***Creation Station:*** Listen to music with your child and/or visit http://www.playmusic.org. | 29 **Family Story Night** |
| 30 ***Learning Fun:*** Read about your state flag and bird, then have your child draw pictures of them. | 31 **Library Visit** | | | | | |

# February 2000

## Planning tips for America Goes Back to School

- Keep up the momentum
- Maintain volunteer efforts in the school
- Get feedback from program volunteers on program effectiveness and ideas to improve the team
- Start planning your America Goes Back to School event for 2000

## Reading Corner

**Books for young readers**

*Miz Berlin Walks*, by Jane Yolen, illustrated by Floyd Cooper

*The Goose That Almost Got Cooked*, by Marc Simont

**Books for middle readers**

*I Have Heard of a Land*, by Joyce Carol Thomas, illustrated by Floyd Cooper

*I Have a Dream*, by Martin Luther King, Jr.

**Books for older readers**

*I, too, Sing America: Three Centuries of African American Poetry*, by Catherine Clinton, illustrated by Stephen Alcorn

*Young, Black, and Determined: a Biography of Lorraine Hansberry*, by Patricia McKissack

*Sammy: A Life Remembered*, by Gary Paulsen, illustrated by Jerry Pinkney

*Books recommended by the American Library Association*

## Math and Science Corner

***Slick Sea Spills***

***You will need:***
7 aluminum pie pans half-filled with water, a medicine dropper full of used motor oil, cotton balls, nylon string, paper towels, liquid detergent, feathers

1. Place five drops of used motor oil in the "ocean" (aluminum pie pan). What happens? Ask your child to predict the effect of wind and wave action on oil and water. They can simulate the ocean's behavior by blowing on and moving the water in the pie pan. What happens?

2. Place another 5 drops of oil in a second pan of water, add 5 drops of liquid detergent (dispersant), observe, and record what happens. Ask your child where he/she thinks the oil would go in the real ocean?

3. Dip a feather in the oil. How do you think oily feathers might affect birds' behavior? Children can try the procedure using fresh water and then salt water.



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### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.



### FAMILY GAME NIGHT

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# February 2000

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | 1 | 2<br>**Groundhog Day**<br>***Better Business:*** Start or participate in a Groundhog Job Shadow Day at your workplace. Visit http://www.jobshadow.org or call (202) 401-6222. | 3 | 4<br>***School Tip:***<br>Send a note of encouragement or thanks to your child's teacher or other school staff. | 5<br>**Family Story Night** |
| 6<br>***Take Action:***<br>Turn off the TV! Spend time reading, playing games, talking, singing, and just having fun together. | 7 | 8<br>**Library Visit** | 9<br>***School Tip:***<br>Give personal "good news" notes or phone calls to every parent during the school year. | 10 | 11<br>***Writing Room:***<br>Write the evening news or local weather forecast with your child. Let him/her pretend to report the news for the entire family. | 12 |
| 13<br>**Family Game Night** | 14<br>**Valentine's Day** | 15<br>***Link Up With Others:***<br>Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve local schools. Call 1-800-USA-LEARN for information. | 16 | 17<br>***Looking Ahead:***<br>Start planning for college now. Call 1-800-USA-LEARN for information on preparing academically and 1-800-4-FED-AID for information on financing a college education. | 18 | 19 |
| 20 | 21<br>**President's Day**<br>Learn about past and present presidents of the United States. Visit your local library or http://www.cuesd.tehama.k12.ca.us/uspres.htm | 22<br>**Family Story Night** | 23<br>***School Tip:***<br>Sponsor a Family Math Night where parents and children participate in hands-on activities. | 24 | 25<br>***Take Action:***<br>Sponsor a teacher appreciation breakfast or luncheon. | 26 |
| 27<br>***Reading Recess:***<br>Read the newspaper with your child. Pick a topic and discuss local as well as national articles related to this topic. | 28<br>**Library Visit** | Leap Year 29<br>***The World Around Us:***<br>Talk with your child about African-American history and have them tell you what they have been discussing on this topic in school. | | | **Mars Millennium Corner:**<br>**Check the design of your Mars village with experts on-line or invite guests to participate in a local discussion.** | |

# March 2000

## America Reads Challenge: Making It Work

- Keep up the momentum
- Maintain volunteer efforts in the school

## Reading Corner

**Books for young readers**

*Allison* by Allen Say
*The Awful Aardvarks Go to School*
by Reeve Lindbergh illustrated by Tracey Campbell Pearson
*Eating the Alphabet: Fruits and Vegetables from A to Z*
by Lois Ehlert

**Books for middle readers**

*Leon's Story* by Leon Walter Tillage illustrated by Susan L. Roth
*Being Youngest* by Jim Heynen

**Books for older readers**

*Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang
*The Circuit: Stories from the Life of a Migrant Child*
by Francisco Jiménez
*The Wreckers* by Iain Lawrence

*Books recommended by the American Library Association*

## Math and Science Corner

***What Are the Clues? Patterns in More Than One Direction***

In the chart below, the difference between any two cells that are next to each other in the same row is the same, and the difference between any two cells that are next to each other in the same column is the same.

Can you decide what numbers should go in each cell that does not contain a number?

| | | | |
|---|---|---|---|
| 10 | ? | 14 | ? |
| 7 | 9 | 11 | ? |
| 4 | ? | 8 | 10 |
| 1 | 3 | 5 | 7 |

In this pattern, replace the ?s with numbers and then try to find the numbers to replace the s without filling in the blank boxes.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| ? | 17 | ? | ? | 26 | | |
| 10 | ? | 16 | ? | ? | | |
| ? | 9 | 17 | ? | ? | | |
| 2 | ? | ? | 11 | 14 | | |

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

### FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# March 2000

**Mars Millennium Corner:**
**Start putting the finishing touches on the design of your village.**

**1**

**Library Visit**

**2**

***Reading Recess:***
Get involved in Read Across America Day as a tutor or reading buddy.

**3**

**4**

***Science and Technology Fun:***
Take your child grocery shopping with you. Discuss the importance of nutrition and healthy eating habits.

**5**
***Take Action:***
Encourage your child to get involved in band or chorus at school or in the community.

**6**

**7**

**Family Story Night**

**8**

**9**
***School Tip:*** Have students plant a school garden. Do research on what types of flowers grow best in your area and let students be involved in the planning and selection of plants.

**10**

**11**
***Take Action:***
Turn off the TV! Spend time reading, playing games, talking, singing, and just having fun together.

**12**

**13**

***Learning Fun:***
Put on your apron and make a favorite family recipe. Let your child do the measuring and mixing.

**14**

**15**
***Take Action:***
Learn more about nutrition assistance programs. Visit http://www.fns.usda.gov/fns/ or call 703-305-2286.

**16**

**17**

**St. Patrick's Day**
***School Tip:*** Take students to perform at a senior citizens' center or nursing home, or invite senior citizens to your school for a special concert.

**18**

**19**

**20**
**First Day of Spring**

**21**
***Link Up With Others:***
Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve your local schools. Call 1-800-USA-LEARN for information.

**22**

**23**
***Creation Station:***
Create a musical instrument out of items found around your home. Play with recorded music or as your own rhythm band.

**24**

**Library Visit**

**25**
***Take Action:***
Volunteer with your child at a soup kitchen to serve meals to those in need.

**26**

***Writing Room:***
Exchange written notes and letters with family members.

**27**

**Family Story Night**

**28**

**29**

***Learning Fun:***
Visit a farm with your child. While there, identify different animals and food crops. Discuss the different types of farms such as dairy or vegetable.

**30**

**31**
***Take Action:***
Get involved in or start a community or school arts project.

79

## FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

# April 2000

## Planning Tips for America Goes Back To School

- Maintain volunteer efforts in the school.
- Hold appreciation lunches, breakfasts, or dinners to thank volunteers and partnership leaders.
- Start planning your America Goes Back to School event for 2000.

## LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

## Reading Corner

**Books for young readers**

*The Paper Dragon*, by Marguerite W. Davol, illustrated Robert Sabuda
*Alfie's ABC*, by Shirley Hughes
*Maples in the Mist: Children's Poems from the Tang Dynasty*, by Minfong Ho, illustrated by Jean Tseng and Mou-Sien Tseng

**Books for middle readers**

*Buffalo Days*, by Diane Hoyt-Goldsmith, illustrated by Lawrence Migdale
*Behind the Mask: The Life of Queen Elizabeth*, by Jane Resh Thomas

**Books for older readers**

*No More Strangers Now: Young Voices from a New South Africa*, photographs by Anne Blackshaw and interviews by Tim McKee
*Soldier's Heart*, by Gary Paulsen
*Bat 6*, by Virginia Euwer Wolff

*Books recommended by the American Library Association*

## Math and Science Corner

**Falling Paper**

***You will need:*** 2 pieces of the same size paper, plastic wrap or plastic bag, string, paper clip, tape, scissors

This activity allows children to see how things move through space.

1. Crumple one piece of paper and keep the other straight. Hold them both up at arm's length and drop them. What happens? What seems to keep the flat sheet from falling quickly?

2. Cut the plastic wrap or bag into a 12" x 12" square. Attach a 12" length of string to each corner with clear tape. Gather all the strings together at the bottom. Hang a small paper clip there as a weight. Open the chute and let it fall from a high place. How does its flight compare to the flat and crumpled paper? Use scissors to cut 2 small slits into the center of the chute. Let it go again. Experiment with different-sized chutes, holes, and weights.

80

## FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# April 2000

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Mars Millennium Corner:** Prepare to enter your Mars design in a local showcase at a school, museum or library. Begin steps to enter the on-line showcase at http://www.mars2030.net or call 1-800-USA-LEARN. | | | | | | 1 **Family Game Night** |
| 2 ***Take Action:*** Join the Favorite Poem Project. For more information, contact the Library of Congress at (202) 707-2905 or visit http://www.poets.org/npm/npmfrms1.htm | 3 | 4 ***Learning Fun:*** Go on an electronic field trip! Climb Mt. Everest or explore the inside of the Pyramids with PBS at http://www.pbs.org | 5 | 6 ***Take Action:*** Send notes of appreciation to your child's teacher or school staff. | 7 **Library Visit** | 8 ***Science and Technology Fun:*** Visit a planetarium with your child. Use the telescopes to view planets and see the "sky" or step on scales to learn what you'd weigh on other planets. |
| 9 **Family Story Night** | 10 ***Looking Ahead:*** Start a series of weekend seminars for middle and high school students and their parents to discuss how to prepare academically and financially for college. | 11 | 12 ***Math Mania:*** While at the gas station, ask your child, "If gas costs $1.19/gallon, how many gallons can we buy for $10.00?" When the dial reads $10.00 see how close you were. | 13 | 14 ***Take Action:*** Talk with your school and other parents for help in finding quality summer programs for children. | 15 |
| 16 ***Math Mania:*** Help children do mental math with pairs of small numbers until they develop quick and accurate responses. | 17 | 18 ***Link Up With Others:*** Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve your local schools. Call 1-800-USA-LEARN for information. | 19 **Family Game Night** | Passover 20 ***Math Mania:*** Ask your child to think about all the jobs that require math. Discuss with them how everyone uses math: teachers, doctors, lawyers, painters, and others. | 21 | Earth Day 22 **Library Visit** |
| Easter 23 30 Arbor Day ***Math Mania:*** Participate in the World's Largest Math Event. Call the National Council of Teachers of Mathematics at (703) 620-9840 or visit their Web site at www.nctm.org. | 24 | 25 ***Better Business:*** Participate in Take Our Children to Work Day. | 26 ***School Tip:*** Have a breakfast gathering with parents—invite them in to school early to participate in planned activities. | 27 **Family Story Night** | 28 ***Math Mania:*** Have a "shape contest" with toothpicks. Give every family member the same number of toothpicks. See how many combinations of shapes can be made. | 29 |

# May 2000

## America Goes Back to School Planning Tips

- Meet with your local school superintendent and/or principal(s) to get their support and assistance.
- Hold the first event planning meeting and select a chairperson and a single point of contact.
- Create a timetable with key tasks and assign responsibility for each one.
- Designate subcommittees with chairs, such as publicity, event management, budget, and others as needed.

## Reading Corner

- **Books for young readers**

  *Gathering the Sun: An Alphabet in Spanish and English* by Alam Flor Ada illustrated by Simon Silva

  *The Lost and Found House* by Michael Cadnum illustrated by Steve Johnson and Lou Fancher

  *Hush! A Thai Lullaby* by Minfong Ho illustrated by Holly Meade

**Books for middle readers**

*This Land Is Your Land* by Woody Guthrie paintings by Kathy Jakobsen

*Laughing Tomatoes and Other Spring Poems* by Francisco X. Alarcon illustrated by Maya Christina Gonzales

**Books for older readers**

*The Space between Our Footsteps: Poems and Paintings from the Middle East* edited by Naomi Shihab Nye

*Buried Onions* by Gary Soto

*My Louisiana Sky* by Kimberly Willis Holt

*Books recommended by the American Library Association*

## Math and Science Corner

**Treasure Hunt**

***You will need:*** Buttons, screws, washers, bottle caps, old keys, sea shells, rocks, or anything else you can count

1. Find a container to hold the treasures.
2. Sort and classify the treasures. For example, do you have all the same size screws or keys? How are they alike? How are they different?
3. Use these treasures to tell addition, subtraction, multiplication, and division stories. For example, if we share 12 buttons among three friends, how many will we each get? Will there be some left over? Or, if we have 3 shirts that need 6 buttons each, do we have enough buttons?
4. Organize the treasures by one characteristic and lay them end to end. Compare and contrast the different amounts of that type of treasure. For example, there are 3 short screws, 7 long screws, and 11 medium screws. There are 4 more medium screws than long ones. This may also provide an opportunity to talk about fractions: 7/21 or 1/3 of the screws are long.

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book, or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

### FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age-appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# May 2000

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | 1 | 2<br>***School Tip:***<br>Host a thank-you breakfast or luncheon for school volunteers. | 3 | 4<br>***School Tip:***<br>Work with parents and community-based groups to plan and encourage summer enrichment reading programs. Call 1-877-4ED-PUBS for materials. | 5<br>**Library Visit** | 6<br>***Take Action:***<br>Get involved in or start a community or school arts project for the summer. |
| 7<br>**Family Game Night** | 8<br>***Creation Station:***<br>Have your child make a gift for his/her teacher to present on National Teacher's Day. | 9<br>**National Teacher's Day** | 10<br>***School Tip:***<br>Organize a teacher/school staff appreciation day with the PTA. | 11 | 12<br>***Writing Room:*** Make a word web. Choose a word such as automobile and write it in the center of a sheet of paper. Have your child think of other words like "wheels" or "fast" that tell more about the word and add them to the web. | 13 |
| Mother's Day 14<br>***Writing Room:*** Use a journal to record stories and histories of your mother, grandmothers, and great grandmothers. | 15<br>**Family Story Night** | 16<br>***Link Up With Others:***<br>Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve your local schools. Call 1-800-USA-LEARN for information. | 17 | 18<br>***School Tip:***<br>Have a Family Fun Day organized by parents and invite the entire community to participate. Let students distribute flyers to announce the event. | 19 | 20<br>***Science and Technology Fun:***<br>Visit a museum that offers children levers to pull, lights to switch on, buttons to push, animals to stroke, or experiments to do. |
| 22<br>***Looking Ahead:***<br>Help your middle and high school students with course selection for the next school year to ensure that he/she is taking the right courses to prepare for college. | 22<br>**Library Visit** | 23 | 24<br>***Math Mania:***<br>Talk with your child about mathematics in baseball. Ask a first grader, "If we're behind 3 to 7, how many runs must we score to win?" With a fifth or sixth grader, relate batting averages to percentages. | 25<br>**Family Game Night** | 26<br>***Take Action:***<br>Turn off the TV! Spend time reading, playing games, talking, singing, and just having fun together. | 27 |
| 28<br>***Reading Recess:***<br>Read books and visit Web sites about dinosaurs or other topics of interest to your child. | 29<br>**Memorial Day**<br>(observed) | 30<br>**Family Story Night** | 31<br>***School Tip:***<br>Sponsor a "Read Together" breakfast for families and students before school to celebrate progress in reading. | | **Mars Millennium Corner:**<br>**Showcase your Mars Millennium village at http://www.mars2030.net or call 1-800-USA-LEARN.** | |

# June 2000

## America Goes Back To School Planning Tips

- Contact schools, key community organizations and area businesses, local officials, and other parties to generate interest and ask them to be sponsors.
- Recruit volunteers.
- Create a publicity plan and community outreach strategy.
- Submit a proclamation request. Seek a resolution.
- Compile a media list and other outlets for communication.
- Decide how to evaluate the success of your effort and plan for an evaluation.

## Reading Corner

**Books for young readers**

*Ant Plays Bear* by Betsy Cromer Byars, illustrated by Marc Simont
*Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby B. Beeler, illustrated by G. Brian Karas
*First Palm Trees: An Anancy Spiderman Story* by James Berry, illustrated by Greg Couch

**Books for middle readers**

*The American Revolution* by Christopher Collier and James Lincoln Collier
*Insectlopedia: Poems and Paintings* by Douglas Florian

**Books for older readers**

*Blue Star Rapture* by James W. Bennett
*Fire, Bed, and Bone* by Henrietta Branford, illustrated by Bryan Leister

*Books recommended by the American Library Association*

## Math and Science Corner

Use four isosceles right triangles as shown and place all of them together along their edges with no sides overlapping. How many different shapes can you find? Hint: You may want to start with just 3 triangles. Then add on the fourth triangle to each of the shapes you have already made. Be careful not to count any shape twice!

Extra for Experts:
How many shapes do you think you could make with five triangles?

87

### FAMILY STORY NIGHT

Spend the evening reading stories to your children. If they are old enough, have them read to you. Ask everyone to act out his or her favorite scene from the book or make up a new ending to the story. Tell stories from your childhood or make up new stories together. Be creative, ask questions about the characters and pictures, and most importantly, have fun.

### LIBRARY VISIT

Take your kids to the library. Sign up for a library card if you don't have one, and make sure your children have their own cards, too. Introduce them to the librarian and ask him/her to help your children select books. Get book ideas from other families, neighbors, and teachers. Check a book out for yourself, and show your kids that reading is important.

88

### FAMILY GAME NIGHT

Pull out those board games—or come up with a new game—and spend some quality time with your children. Try to play something that is age appropriate, or adjust the rules so that everyone in the family can join in. Make some popcorn, relax, and enjoy the fun.

# June 2000

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| **Encourage students to read or write for 30 minutes a day.**<br><br>**Contact 1-877-4ED-Pubs for materials and ideas.** | | | | 1<br>***The World Around Us:*** Ask your teenager's opinion about a teen-related topic or political issue. | 2 | 3<br>**Library Visit** |
| 4 | 5<br>***School Tip:*** Start a new summer reading program. Encourage families and community members to get involved. Call 1-877-4ED-PUBS for free materials. | 6 | 7<br>***Science and Technology Fun:*** Explore the five senses. Look around your home for objects that use the five senses. What senses do you use most? | 8<br>**Family Story Night** | 9<br>***Reading Recess:*** Take the next few weeks to read the Diary of Anne Frank and discuss it with your child. | 10 |
| 11 | 12 | 13<br>***Link Up With Others:*** Tune in to the Satellite Town Meeting, a free, interactive satellite teleconference to improve local schools. Call 1-800-USA-LEARN for information. | 14<br>**Flag Day** | 15<br>***Writing Room:*** Encourage your child to write notes, letters, and emails to older relatives and friends during the summer. | 16<br>**Family Game Night** | 17 |
| 18<br>**Father's Day**<br>***Writing Room:*** Use a journal to record stories and histories of your father, grandfathers, and great grandfathers. | 19<br>***Reading Recess:*** Have your child cut out comic strips and rearrange them into his/her own story. | 20 | **First Day of Summer** 21<br>***Creation Station:*** Go for a nature walk. Take an empty egg carton to collect treasures along the way. Glue the things you find on paper and label them. | 22<br>***Take Action:*** Call 1-877-KIDS-NOW or visit http://www.hcfa.gov/init/children.htm to learn more about the Children's Health Insurance Program. | 23<br>***Take Action:*** Volunteer to be a math or reading tutor over the summer. | 24<br>**Library Visit** |
| 25<br>**Family Story Night** | 26 | 27<br>***Math Mania:*** While walking with your second grader in a city, ask "If we're on 17th St. now, how many more blocks is it to 25th St.?" | 28 | 29<br>***Learning Fun:*** Make up a story with your child. Take turns telling parts of the story until you decide to end it. | 30 | |

Notes

U.S. Department of Education
Washington, DC 20202-8173

AMERICA GOES BACK TO SCHOOL

**Special Thanks To:**

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## Referral Guide to Services of the U.S. Department of Education

**General Information**
*Information Resource Center*
1-800-USA-LEARN (1-800-827-5327)
TTY: 1-800-437-0833
email: usalearn@ed.gov
*Spanish speakers available*

**Financial Aid Information**
*Federal Student Aid Information Center*
1-800-4FED-AID (1-800-433-3243)
TTY: 1-800-730-8913
Internet: www.ed.gov/offices/OPE
*Spanish speakers available*

**Publications**
*Education Publications Center*
1-877-4ED-PUBS (1-877-433-7827)
TTY: 1-877-576-7734
Internet: www.ed.gov/pubs
*Spanish speakers available*

**Research and Statistics**
*National Library of Education*
1-800-424-1616
TTY: 202-205-7561
Internet: www.nces.ed.gov

**U.S. Department of Education's Web Site**
www.ed.gov

Challenge
Our
Students
and they will
soar

U.S. Department of Education
Washington, DC 20202-8173

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## America Goes Back to School

# How Are You Getting Involved? Tell Us!

The information you provide may be made available by the U.S. Department of Education on the Web, and, in any event, is subject to the Freedom of Information Act, and will be made available to requestors upon request.

Name of School/Organization _____

Address _____

City _____ State _____ Zip _____

Contact _____

Telephone _____ Fax _____

Email _____

Web Address _____

Title of Event _____

Description of your event to promote family involvement in education _____

_____

_____

_____

_____

Date of Event _____ Time of Event _____

Location of Event _____

Are any officials/celebrities/VIPs participating? _____

_____

Please mail to: U.S Department of Education
Partnership for Family Involvement in Education
400 Maryland Avenue, SW
Washington, DC 20202-8173

**OMB Number: 1860-0505**
**Expiration Date: 10/31/2001**

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# Resources for America Goes Back to School Events

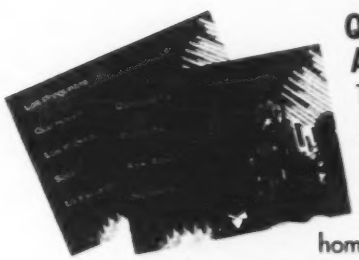
The following list of publications is designed to help families, community members, and businesses get involved in education. Published by the U.S. Department of Education and partnering organizations, these great resources are free of charge and available for distribution at your America Goes Back to School event!

## America Goes Back to School: Information for Families and Community Members

This publication is designed for families, schools and communities around the country that are gearing up for another year of back-to-school activities. It offers tips on helping children read well and independently by the end of third grade, helping children meet high math and science standards and take challenging math and science courses, and helping children start early to prepare for college and careers. 1998. Foldout brochure.

**Order No. EE 02888**. Available on the Internet in both English and Spanish at: http://www.ed.gov/Family/agbts/pubs.html [Also available in Spanish. Order No. EE 0313B.] *Maximum order quantity 100.*

## Questions Parents Ask About Schools



This booklet presents questions commonly asked by parents and provides answers about starting school, schoolwork, homework, career preparation, safety, and family expectations. 1998. 15pp.

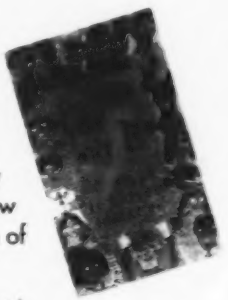
**Order No. EE 0314B**. Available on the Internet in both English and Spanish at: http://www.ed.gov/Family/agbts/pubs.html [Also available in Spanish. Order No. EE 0315B.] *Maximum order quantity 100.*

## Strengthening Your Child's Academic Future

Highlighting the importance of higher academic standards, this publication provides sample questions for parents to ask teachers and administrators to find out about academic expectations in their children's schools. 1998. 14pp.

**Order No. EK 0004P**. Available on the Internet at: http://www.ed.gov/pubs/Strengthen/ [Also available in Spanish. Order No. EK 0113B.] *Maximum order quantity 100.*

## Challenge Young Minds: 50 Ways to Better Education



This booklet provides parents, employers, teachers, and community members with everyday ideas on how they can help improve the education of children they know. 1998. 17pp.

**Order No. EK 0117P**. [Also available in Spanish. Order No. EK 0136P.] *Maximum order quantity 100.*

## Schools and Students Together Reaching High Academic Standards

As society changes, schools must also change. This booklet provides ideas about what school board members, superintendents, principals, and teachers can do to change schools to help students reach high academic standards. Also included are ideas for building public understanding and increasing parental involvement to develop community support for these changes.

**Order No. EK 0137P**. *Maximum order quantity 50.*

## America Goes Back to School Bookmark

**Order No. EK 0135M**
*Maximum order quantity 500.*

## How Do I Get Copies of Publications for My America Goes Back to School Event?

Contact the U.S. Department of Education's Publications Center (ED Pubs) to order any of the publications listed here or to find out what other educational resources and products are available. Publications can be ordered in the following ways:

### Toll-Free Phone Calls

1-877-4ED-Pubs (1-877-433-7827)*
TTY/TDD: 1-877-576-7734*

English- and Spanish-speaking customer service representatives are available 9 a.m. to 6 p.m. Eastern time, Monday through Friday. You can also call after hours and leave a message, or call anytime to request selected short publications using ED Pubs' fax-on-demand service.

Publications can be provided upon request in alternate formats such as braille and large-print publications, computer disks, and captioned videotapes.

### Mail

ED Pubs
Education Publications Center
U.S. Department of Education
P.O. Box 1398
Jessup, Maryland 20794-1398

In addition to the title(s), order number(s), and number of copies of the publication(s) you are requesting, please include your full name, mailing address, and phone number with area code.

### Fax

301-470-1244

In your fax request, include the publication and contact information indicated on the form below.

### E-Mail

Edpubs@inet.ed.gov

In addition to the information about the publication(s) you are requesting, please include your full name and mailing address if you would like material mailed to you. You may also request the Internet address (URL) of a publication.

### Internet

http://www.ed.gov/pubs/edpubs.html

Through this ED Pubs Online Ordering System on the Department's Web site, you can place an order or locate publications that meet your needs.

**To order any of the publications listed here, fill out the information below and fax to:** 301-470-1244

Please allow approximately two weeks to receive your publication(s). To pay for faster shipping, please call Ed Pubs toll free at 1-877-4ED-Pubs (1-877-433-7827)*

Name: _____

Title: _____

Organization: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Daytime Phone: _____

| Order Number | Quantity |
|---|---|
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* If 877 is not yet available in your area, call 1-800-USA LEARN (1800-872-5327)
TTY/TDD call 1-800-437-0833

PARTNERSHIP
for Family
Involvement
in Education

# PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

## Partner Registration

To join and receive your Partnership Promise Certificate, enter the information requested below and mail or fax to: Partnership for Family Involvement in Education, 400 Maryland Avenue, SW, Washington, DC 20202-8173. Fax: 202-205-9133.

The registration must include a contact person and phone number in order to be processed. The information you provide may be made available by the U.S. Department of Education on the web, and, in any event, is subject to the Freedom of Information Act, and will be made available to requestors upon request.

***We would like to become a member of the Partnership for Family Involvement in Education. We commit to family-friendly practices and will work with others to form partnerships that support children's learning.***

Name of Partner group or school: _____

Address line 1: _____

Address line 2: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

**Contact Information:**

Head of Organization: _____

Contact Name: _____ E-mail: _____

**Is your organization a(n) (Please check one):**

☐Family-School Partner ☐Employer for Learning
☐Community Organization ☐Religious Group

OMB Number: 1860-0505 Expiration Date: 10/31/2001

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0505. The time required to complete this information collection is estimated to average 5 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651.

✱As a ***Family-School Partner***, our school will be welcoming to families; offer challenging courses; create safe and drug-free learning environments; organize tutoring and other opportunities to improve student learning; and support the inclusion of families in the school decision-making process.

Our families will monitor student attendance, homework completion and television watching; take time with and listen to their children; become acquainted with teachers, administrators and the school staff; read with younger children and share a good book with a teen; volunteer in school when possible; and participate in the school decision-making process. ***We pledge to --***

- Share responsibility at school and at home to give students a better education and a good start in life.
- Promote effective two-way communication between families and schools, by schools reducing educational jargon and breaking down cultural and language barriers and by families staying in touch with the school.
- Provide opportunities for families to learn how to help their children succeed in school and for the school staff members to work with families.
- Support family-school efforts to improve student learning by reviewing progress regularly and strengthening cooperative actions.

✱As ***Employers for Learning Partner***, we recognize that a strong and vigorous economy, for our businesses and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens and our long-term investments for the future. ***We pledge to --***

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-community initiatives.
- Take action to implement programs.
- Share best practices after evaluating programs annually.
- Form partnerships to promote, implement, and improve family-friendly policies and practices.

✱As a ***Community-based Organization Partner***, we support family-school compacts and affirm the importance of family-community involvement in students learning. ***We pledge to --***

- Make safe schools/safe neighborhoods a priority.
- Combat alcohol, drugs, and violence in and around schools and neighborhoods.
- Reinforce parenting skills using community institutions to provide family and literacy training and referral services.
- Provide mentoring and homework help programs so that children may be assured of tutoring and guidance from knowledgeable and responsible adults.
- Come together to coordinate delivery of services and to eliminate duplication of efforts.
- Help develop and sponsor affordable and quality learning, cultural and recreational activities after school, on weekends and during the summer.
- Support school improvement efforts in the local community.
- Support and become informed about school governance issues.
- Encourage schools to be involved in the life of the community, through co-sponsorship of community outreach activities of partner organizations.

✱As a ***Religious Communities Partner***, we affirm the vital and enduring role of families in the education of children. We have always regarded families--and parents in particular--as the primary teachers of children. Encouraged by Secretary of Education Richard Riley's concern for all children and his commitment to the role of families in educating children, we call upon all people of good will to stand as one with us in support of families' participation in children's learning.